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ABSTRACT

This model has been designed for use by Missouri secondary schools in attracting females and males into nontraditional occupational programs. The research-based strategies are intended for implementation in the following areas: attracting females into building trades, electronics, machine shop, and welding; and males into secondary health services. The model is organized in nine sections. The introductory section contains reasons for recruiting nontraditional workers, a summary of legislation pertinent to equal opportunity, and instructions for using the materials. In section 2, background information and research findings relating to influencing enrollment of nontraditional students are provided, setting the stage for the strategies for increasing nontraditional enrollments, evolved from research, which follow in section 3. Sections 4-7 contain transparency masters; activities for action/discussion use in classrooms; student activities, inservice training, and parent meetings; activity sheets to be used with the activities; and a list of audiovisual and printed resource materials. The final two sections of the manual--action planning and evaluation--provide instructions to aid the teacher in assessing the group's position, selecting strategies, and implementing activities necessary to carry out each strategy; plus six evaluation sheets (both process and product oriented.) (KC)

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Expanding Options

A Model to Attract Secondary Students into Nontraditional Vocational Programs

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For Emphasis in:

Building Trades
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Health Services
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Welding

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EXPANDING OPTIONS

A Model to Attract Secondary Students into Nontraditional Vocational Programs

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1981

Produced by the Instructional Materials Laboratory
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FOREWORD

This model has been designed for use by Missouri secondary schools in attracting females and males into nontraditional occupational programs. The strategies presented are research-based and are extracted from several sources. The model is intended for implementation in the following areas: attracting females into building trades, electronics, machine shop and welding, and males into secondary health services. The strategies, however, are not limited to the occupational programs listed and have applicability to any situation in which secondary students are considering programs nontraditional to their sex.

We emphasize that the reasons for encouraging students to consider nontraditional opportunities are centered around their interests, aptitudes, and abilities, and we do not condone pressuring anyone into an unwanted career choice. The strategies here presented have been selected because of their applicability to secondary students. Where reference is made to post-secondary students or institutions, the reason is that we believed they were appropriate to secondary students as well or that they helped to provide a more complete perspective.

It is hoped that Missouri educators will use the strategies, activities, and other resources provided in this manual with their own creative adaptation. Expand the ideas presented, develop new ones of your own, and use your imagination. Your current strategies for attracting traditional students will form a sound base. Don't be afraid to experiment. We hope this model will help.

James D. Good
Project Coordinator

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INTRODUCTION

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in education. Title II, Vocational Education, of the Education Amendments of 1976 requires that sex discrimination, sex bias, and sex stereotyping be eliminated from all vocational education programs. Further, each state is required by Title II to set forth policies and procedures that will assure equal access to vocational education programs by both women and men, including incentives to encourage the enrollment of both sexes in nontraditional programs of study.

The Final Regulations for Title II, issued October, 1977, provide the following definitions:

> sex bias: behaviors resulting from the assumption that one sex is superior to the other
>
> sex stereotyping: attributing behaviors, abilities, interests, values, and roles to a person or a group of persons on the basis of their sex
>
> sex discrimination: any action which limits or denies a person or a group of persons opportunities, privileges, roles, or rewards on the basis of their sex

Nontraditional enrollments are defined as those enrollments by women in vocational education programs that have traditionally enrolled primarily men and those enrollments by men in vocational education programs that have traditionally enrolled primarily women. As no "official" standard has been established, researchers and writers in the area have used a variety of percentages of each sex that are enrolled in a program to define what is a nontraditional program. Some have used 80 percent as the cut-off point, some have used 75 percent, and others have used the proportion of women in the labor force (40 percent) as the cut-off point for defining nontraditional programs. Some writers have used national statistics in determining nontraditional programs, others have used local statistics. However, in the review that follows, it is safe to assume that nontraditional programs are the ones which have primarily enrolled one sex in the past.

Source: Factors Influencing Nontraditional Vocational Education Enrollments: A Literature Review. Louise Vetter and others. The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio, 1979.

WHY RECRUIT NONTRADITIONAL WORKERS?

1. Women are in the labor force today in ever increasing numbers.
2. Families are having fewer children.
3. The educational level of women is rising.
4. The law requires equal opportunity for both sexes.
5. Women are concentrated in low-paying, low-status jobs.
6. Professional responsibility includes sexual equality.
7. Additional funding is available to sex-fair administrators.
8. Equitable practices generate community good will.
9. Most men and women work for the same reason--economic need.
10. High financial need supports work incentive. More than eight out of every ten single-parent families is headed by a woman.
11. In the traditional family, it is frequently the wife's earnings which raise a family's income from the poverty level.
12. The majority of working women are concentrated in a relatively small number of occupations.
13. Individual differences in interests and abilities make different people suited to different occupations. These differences in aptitudes vary greatly within each sex and are not necessarily divided along sex lines.
14. Job satisfaction leads to productive students/employees.
15. Though numbers of nontraditional workers in some occupations are still proportionately small, the nontraditional worker has demonstrated her or his competence in most occupations.

HOW TO USE THESE MATERIALS

Introductory Section

This preliminary section contains some reasons for recruiting nontraditional workers, an introduction to the legislation, and this HOW TO USE section. Included also is a summarization of the major items of legislation pertinent to equal opportunity.

Factors Influencing Nontraditional Enrollments

A brief summary of some research findings relative to factors which seem to influence nontraditional enrollments. Provided for your information and understanding.

In addition, background information is provided which summarizes observations with regard to current trends in the labor force and in vocational education relative to females and males. Its intention is to contribute to your own understanding and to set the stage for further development of encouragement of nontraditional opportunities.

Strategies for Increasing Nontraditional Enrollments

These strategies were extracted from research findings involving nontraditional recruitment. They are listed by implementer and subdivided by type of activity. There is, however, much overlap. Institutions or individuals reviewing strategies will find many which they have already implemented. These should provide a foundation for selecting additional strategies. Instructions and sheets to facilitate action planning are provided in the ACTION PLANNING section.

Transparency Masters

This section includes transparency masters which may be used in presentations to a variety of audiences, including students, faculty, and parents.

Activities

These activities are action/discussion oriented and are intended for use in classrooms, student activities, in-service training, parent meetings, and others. Suggestions for target audience are provided at the top of each activity. These are, however, primarily suggestions. If you believe an activity is appropriate for a particular audience, by all means try it.

Activity Sheets

The activity sheets are primarily of a pencil-and-paper nature. They are keyed at the top for use with certain target groups in the same fashion as the activities.

Resources

Resources listed in this section are both audio-visual and printed. They fall primarily into two categories.

1. Those which are available on a free-loan basis from the VEEP Materials and Services resource center at the Instructional Materials Laboratory, University of Missouri-Columbia.

2. Those listed as free or inexpensive and available from a variety of organizations around the nation, with addresses listed.

These resources are intended to be used in classrooms, for student activities, faculty inservice training, parent meetings or as references.

Action Planning

This section provides instructions and ACTION PLANNING SHEETS by which you can assess where you are, select strategies for implementation, and outline the activities necessary to carry out each strategy. ACTION PLANNING SHEETS can be duplicated to handle as many strategies as you care to develop. While suggested strategies are provided for you in the STRATEGIES section, you need not be limited to those. Use your imagination!

Evaluation

Six evaluation sheets are provided for your use. Some are process in nature; others examine product. They are geared to different purposes or implementers. You are encouraged to pick and choose those which you believe will serve you best.

SUGGESTED MATERIAL FOR PRESENTATIONS

The following materials are listed as suggestions for presentations to the audiences indicated. They are not inclusive; nor are they intended as a substitute for the presentor's judgement or assessment of the situation. They are intended as a place to begin.

Students

"Bias--A Four-Letter Word"; 16 mm film; IML
"Careers in Health Occupations"; slide/tape; IML
"Nontraditional Employment Opportunities in Welding"; slide/tape; IML
"Cinderella is Dead!"; filmstrip; IML
"Men's Lives"; 16 mm film; IML
"Working Equal"; 16 mm film/videocassette; IML
"Other Women, Other Work"; 16 mm film; IML

Information Sheet Outline and Transparencies; Creating Awareness; IML
Activities 3, 11 (this volume)
Activity Sheets 1 through 8 (this volume)
Activity Sheets 2, 3, 4, 6; Untapped Resources; IML
What's Your UFO?; Creating Awareness; IML
A Man for Every Woman; handout; Creating Awareness; IML
Changing Work Force and Family Quiz; Creating Awareness; IML
Language Transparencies/Activities; Equality in Language; IML
What's in a Word?; Equality in Language; IML
Going to the Source; Activity Sheets 19 through 22 (this volume)
Vocational Education Worksheets 9, 10; Untapped Resources; IML

Faculty

"Bias--A Four-Letter Word"; 16 mm film; IML
"Title IX and the Schools"; filmstrip; IML
"Vocational Education for a Changing World"; 16 mm film; IML
"Cinderella is Dead"; filmstrip; IML
"Men's Lives"; 16 mm film; IML
"A Tale of 'O'"; slide/tape; IML

Information Sheet Outline and Transparencies; Creating Awareness; IML
Vocational Education Worksheet 1; An Introductory Assessment; Untapped Resources; IML
Vocational Education Worksheets 11, 12, 13; Recognizing Sexist and Nonsexist Behaviors; Untapped Resources; IML
TM-1, 3, 6 (this volume)
Why Recruit Nontraditional Workers; Introductory Section (this volume)
Examining Materials for Sex Fairness; Untapped Resources; IML
Guidelines for Sex-Fair Vocational Education Materials; IML
Activity 8, Attitudes Toward Nontraditional Careers (this volume)
Activity Sheets 9 through 16; 19 through 22 (this volume)

Parents

"Vocational Education for a Changing World"; 16 mm film; IML
"Working Equal"; 16 mm film/videocassette; IML
"Other Women, Other Work"; 16 mm film; IML

Information Sheet Outline and Transparencies; Creating Awareness; IML
TM-1, 2, 3, 6 (this volume)
Activities 2, 3 (this volume)
Activity Sheets 8 through 16 (this volume)
Activity 11 (this volume)
Vocational Education Worksheets 9, 10; Untapped Resources; IML
Activity Sheets 2, 3, 6, 28, 40; Untapped Resources; IML
Changing Work Force and Family Quiz; Creating Awareness; IML

Community

"Bias--A Four-Letter Word"; 16 mm film; IML
"Working Equal"; 16 mm film; IML
"Other Women, Other Work"; IML
"Vocational Education for a Changing World"; IML

Information Sheet Outline and Transparencies; Creating Awareness; IML
Changing Work Force and Family Quiz; Creating Awareness; IML
Activity Sheets 3, 6; Untapped Resources; IML
Activity Sheets 8 through 16, 19 through 22 (this volume)
Activity 11 (this volume)

Employers

"Working Equal"; 16 mm film; IML
"Other Women, Other Work"; 16 mm film; IML
"Women in Management: Threat or Opportunity"; 16 mm film; IML
"A Tale of 'O'"; slide/tape; IML

Information Sheet Outline and Transparencies; Creating Awareness; IML
TM-2, 3, 6 (this volume)
Changing Work Force and Family Quiz; Creating Awareness; IML
Activity Sheets 8 through 16 (this volume)

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LEGISLATION

Title IX of the Education Amendments of 1972

Title IX of the Education Amendments of 1972 protects students and employees of educational institutions receiving federal funds from discrimination based on sex. Areas in which discrimination is prohibited include: admissions to vocational, graduate, professional, and public undergraduate schools; access to courses and programs; counseling and guidance; athletics; student rules and policies; financial assistance; extracurricular activities; and employment. All educational institutions are required to conduct self-evaluations of their compliance with Title IX.

Title VII of the Civil Rights Act of 1964

Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972, prohibits discrimination in employment based on sex, race, color, religion, and national origin. This law includes employees of all private employers of 15 or more persons, and employees of all public and private educational institutions, state and local governments, public and private employment agencies, and labor unions with 15 or more members. All public or private educational institutions are covered whether or not they receive federal funds.

Discrimination prohibited by this law covers such areas as: hiring or firing; wages; fringe benefits; classifying, referring, assigning, or promoting; extending or assigning use of facilities; training, retraining, or apprenticeships; or any other terms, conditions, or privileges of employment.

Equal Pay Act of 1963

The Equal Pay Act of 1963 as amended by the Education Amendments of 1972 forbids discrimination based on sex of employees of any employer required to pay the minimum wage. This law applies to executive, administrative, and professional workers, including academic personnel. It prevents paying employees of one sex less than employees of the other sex for jobs performed under similar working conditions, requiring equal skill, effort, and responsibility. The Supreme Court has upheld the position that jobs of men and women need to be only "substantially equal," not identical, for purposes of comparison. Further, the Labor Department's Wage and Hour Division, which enforces the Act, has officially interpreted its provisions to apply to employer contributions for most fringe benefits.

Executive Order 11246 of 1965

Executive Order 11246 (1965), as amended by Executive Order 11375 (1967), forbids discrimination based on sex, race, color, religion, and national origin of employees and applicants for employment by employers holding federal contracts of $10,000 or more. Provisions of these orders cover such areas as employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship.

All of the above laws prohibit discrimination. Title II of the Education Amendments of 1976, however, goes beyond prohibitions to mandate active measures by recipients of federal aid to eliminate sex bias, sex discrimination, and sex stereotyping in vocational education programs.

Title II of the Education Amendments of 1976

Title II of the Education Amendments of 1976 is the federal legislation regarding support of vocational education. One of the stated purposes of the law is:

> To develop and carry out such programs of vocational education within each State so as to overcome sex discrimination and sex stereotyping in vocational education programs (including programs of homemaking), and thereby furnish equal educational opportunities in vocational education to persons of both sexes. (Section 101 20 U.S.C. 2301 90 STAT-2169)

The law specifies requirements for state education agencies including: (1) the appointment of a full-time sex fairness coordinator whose duties are prescribed in the law; (2) the description in the state plan of policies and practices which the state will follow to assure provisions of equal access by both sexes; (3) incentives for local education agencies to encourage the enrollment of both women and men in nontraditional courses of study and to reduce sex bias and sex stereotyping in training for placement in all occupations; and (4) evaluation of the extent to which sex equity objectives are achieved.

Funds are available to support research and curriculum development, and grants are authorized to support activities which show promise of overcoming sex bias and stereotyping in vocational education. It is also intended that funds be made available to enable teachers to meet the needs of individual nontraditional students in vocational education programs.

The states have considerable discretion in translating this mandate into requirements and incentives for local education agencies. The general thrust, however, is clear. Significant action must be taken at the school and classroom level so that equal access for both sexes to all vocational education programs is assured.

Source: Fostering Sex Fairness in Vocational Education: Strategies for Administrators by JoAnn Steiger and Sue Schlesinger. Information Series No. 147. The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio, 1979.

FACTORS INFLUENCING NONTRADITIONAL ENROLLMENTS

Research is generating a growing number of suggested recruitment strategies for encouraging students to enroll in nontraditional vocational education courses. The following is intended to present some of the factors which serve as a foundation for the strategies at the secondary level.

Recruitment Needs

- Many students believe nontraditional occupations are more acceptable for women than for men, whose reluctance relates to masculinity and economic concerns.
- Many fear being the only nontraditional student in class.
- Adult women returning to school from the work force are more likely to pursue nontraditional occupations, with improving self-image and financial status as primary motives.
- Mothers appear to be the single most influential person but to a lesser degree for those women in nontraditional or sex-integrated programs than for those in traditional programs.
- Parents are the most influential group to nontraditional students.
- Men educational personnel influence nontraditional enrollees more; women educational personnel influence traditional women more; and students in sex-integrated programs viewed the influences of women and men about equal.
- Counselors tend to be more influential than teachers to women in secondary vocational education and men counselors more influential than women counselors--especially to women who choose to enroll in nontraditional or sex-integrated classes.
- Women in secondary education tend to view career education, career orientation, and jobsite visitation as the best strategies in helping them choose a program.
- Interest, not earnings, appears to be the most powerful influence on enrollment choices.
- Ability appears to be the next most powerful influence on enrollment choices.
- The number of women enrolled in nontraditional classes is an important factor (preferably at least four).
- Nontraditional women tend to reject vocational testing.

- At the secondary level, nontraditional choices are more difficult because there is more conflict for women:

  (1) between sexual identity and the new image of women and

  (2) between the status attributed generally to college-preparatory versus vocational study.

- There is much flux and indecision among high school women vocational students.

- Women vocational students seem less likely to be influenced by ideas imposed on them by others because strategies like career education and jobsite visits provided the opportunity to make individual judgements.

- Vocational testing influenced traditional women enrollees more than nontraditional women enrollees, perhaps because of the incidence of sex bias.

Enrollment Choices by Sex

- Decisiveness of occupational choice for both sexes was linked with their satisfaction with school in general and the value of school work in eventual employment.

- Teachers were seen consistently in one study as most influential to occupational preferences and choices.

- Male students were more independent of friends' influence regarding their occupational preferences and choices than were females.

- Recruiting male nurses would be most productive in lower socioeconomic strata, small towns, rural areas, and by male recruiters visiting high schools.

- Counselors seem to play a particularly significant role at the secondary level.

Significant Others

- Personal contacts with those in the occupation and parents are two important influences in career planning decisions.

- Society in general and parents in particular still appear to be more willing to allow females to pursue traditional male vocations than to allow males to pursue traditionally female vocations.

- Peers appear to be less influential than parents but more influential than school personnel.

Implications of Personal Factors

- While there are some sex differences in abilities between the sexes, the important thing to keep in mind is the abilities of the specific individual, girl or boy, man or woman who is choosing an educational program.
- Interests in occupations tend to be sex stereotyped, perhaps more for "real" choices than for "ideal" choices.
- Measured interests and abilities almost certainly are affected by the attitudes and practices of families, school personnel, and material used by the students.
- Ability tests and interest inventories must be used very carefully so that past stereotypes are not perpetuated.

Source: Factors Influencing Nontraditional Vocational Education Enrollments: A Literature Review. Louise Vetter and others. The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio, 1979.

Labor Force Information

- More than 50 percent of the work force is now women.
- Projections indicate a rising need for technically competent workers at every level of education and training.
- Men and women are questioning the roles they grew up believing they would assume.
- There is a universal trend toward greater equality for all, economically, socially, and politically.
- The homemaker's role and family structure are evolving so that women need to work for the same compelling reasons as men do.
- Women often need to support their children as well as themselves.
- More than 40 percent of all women in the work force are employed in ten occupations: secretary, retail sales clerk, bookkeeper, private household worker, elementary school teacher, waitress, typist, cashier, nurse, and seamstress. By comparison, only 20 percent of males are concentrated in the ten largest occupations employing men.
- Nearly 70 percent of working women are employed in three occupational groups: clerical (35%), service (18%), and professional and technical (15%). In comparison, only 50 percent of working men are employed in the largest three occupational groups employing men: skilled crafts (21%), professional and technical (14%), and managers (14%).

- More than 50 percent of all women are job holders or job seekers.
- The average length of time that women work for pay is increasing.
- Women tend to be concentrated in low-paying occupations.
- Women are likely to earn less than men even when they are employed in the same occupation.

Vocational Education Information

- In terms of job preparation, most men and women continue to be educated and trained in the fields linked with their sex. Thus, few are able to take advantage of added occupational opportunities.
- Slight increases in female enrollments have occurred in agricultural, technical, and trade and industrial programs since Title IX became law in 1972.
- There has been a marked growth in male student enrollments in health occupations, occupational home economics, consumer and homemaking, and business and office.
- The twelve occupations with the largest numbers of registered women apprentices as of the end of 1976 are as follows: (1) barbers and beauticians, 56.4 percent of registered apprentices for this occupation; (2) carpenter, 0.8 percent; (3) machinists, 1.6 percent; (4) electricians, 0.8 percent; (5) butchers and meatcutters, 5.2 percent; (6) pipefitters, 1.3 percent; (7) tool and diemakers, 1.6 percent; (8) cooks and bakers, 10.6 percent; (9) painters, 2.4 percent; (10) electronics technicians, 8.5 percent; (11) bookbinders and bindery workers, 16.8 percent; and (12) electrical workers, 2.0 percent.[1]
- The twenty leading occupations of women as listed by the Women's Bureau of the Dept. of Labor are as follows: (1) secretaries, (2) sales clerks and retail trade, (3) bookkeeper, (4) elementary school teachers, (5) typists, (6) waitresses, (7) sewers and stitchers, (8) registered nurses, (9) cashiers, (10) private household cleaners and servants, (11) nursing aides, orderlies, and attendants, (12) cooks (except private household), (13) secondary school teachers, (14) assemblers, (15) hairdressers and cosmetologists, (16) telephone operators, (17) checkers, examiners, and manufacturing inspectors, (18) packers and wrappers (except for meat and produce, (19) file clerks, and (20) receptionists.[2]

Conclusions of a Wisconsin Factors Study:

(1) The absence of women in skilled trades has little to do with their unwillingness to work at "unsuitable" jobs--women have been doing these tasks in unskilled capacities.

(2) Sex bias was less evident in those shops where women were already employed.

(3) Employers of shops where women were employed were more likely to believe that men and women made equally good employees in production than did those whose shops employed no women.

(4) Shops in which women were already employed would be the best "starters" for women apprentices.[3]

The Pennsylvania State Institute for Research in a 1974-75 study of eleven vocational and comprehensive high schools with at least five female students enrolled in one or more nontraditional courses reported the following findings:

(1) There was very little indication that the experiences of the nontraditional students, judging from information on their family backgrounds, differed greatly from those of traditional students.

(2) Almost all of the parents were satisfied with their children's career choices, although parents of nontraditional females appeared to be more knowledgeable about and supportive of their daughters' career choices than the parents of traditional females.

(3) Most of the student respondents said they had made their career choices independently, mainly to study things of personal interest to them or to prepare for employment or postsecondary education, and this finding was supported by interviews with counselors and teachers, none of whom reported having encouraged students to consider nontraditional occupations.

(4) Counselors appeared to be more aware than teachers or administrators of the problems of providing equal opportunities to females.

(5) Most of the teachers did not consider equal opportunity for females an issue of concern, and they had few ideas about or awareness of how vocational education could be used to increase the probability of job success for nontraditional students.

(6) None of the teachers indicated encouraging their students to think or talk about the effects of nontraditional enrollments in their classes, and even though the teachers saw more positive than negative aspects of having females enrolled, this was rarely reflected in efforts to increase female enrollments.[4]

Recommendations of the above study included the following:

(1) Expanding vocational options for all students.

(2) Focusing efforts to increase enrollments in nontraditional programs on helping students choose vocational programs on the basis of interest and prospects for obtaining fulfilling employment.

(3) Involving all school personnel in efforts to expand general awareness of sex stereotyping, its effects, and the means to eliminate it.

(4) Striving to include the students, their parents, and other members of the community in those efforts.

The ultimate aim of studies such as this is the achieving of career selection based on students' interests and aptitudes rather than on sex. Efforts toward this goal require the support of teachers, counselors, school administrators, students, parents, and the rest of the community.[5]

Footnotes

[1] Phyllis Lehmann, "Women Journey Into the Skilled Trades," Worklife Vol. 2, No. 8 (August 1977), p. 31.

[2] Koba Associates, Inc., Women in Nontraditional Occupations: Final Report (Washington, D.C.: U.S. Office of Education, Bureau of Occupational and Adult Education, 1976), p. 6.

[3] Norma Briggs, Women in Apprenticeship--Why Not? (Washington, D.C.: U.S. Department of Labor, Manpower Administration, 1974), p. 9.

[4] Morgan V. Lewis and Lynn Warfield Kaltreider, Attempts to Overcome Sex Stereotyping in Vocational Education (University Park, Pennsylvania: Institute for Research on Human Resources, The Pennsylvania State University, 1976), p. 4-6.

[5] Ibid., p. 17.

Source: Factors Influencing Nontraditional Vocational Education Enrollments: A Literature Review. Louise Vetter and others. The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio, 1979.

STRATEGIES FOR INCREASING NONTRADITIONAL ENROLLMENTS

The strategies presented in this section are based primarily on those identified in Factors Influencing Nontraditional Vocational Education Enrollments: A Literature Review by Louise Vetter and others and are research based. They were modified where necessary and supplemented by additional readings, together with staff and advisory council brainstorming.

Upon examination of these strategies, school districts will find that they have already begun, and in some cases completed, many of those listed. These can and should provide a foundation for others to follow. Other strategies which could be particularly useful in individual situations may not be listed here. Adapt those suggested here as you see fit, and use your imagination to add to them. Good luck!

One of the early nontraditional recruitment projects, North Carolina's New Pioneers Program (1974-76), directed by Amanda J. Smith, determined that their organization, strategies, and activities were less important than the substantive and philosophical approach used. They also concluded that "any well-thought-out system will work, with a few dedicated people to work it, if the right approach is used."[1] Eight touchstones which served as guideposts for them seemed worthy of repetition.

- Distinguish between sex discrimination and sex bias.
- Keep a balanced program--include men.
- Start at the beginning--put issues before answers.
- Suit the presentation to the audience.
- Be open and direct with students about sex bias.
- Stay away from quotas.
- Never laugh at anyone.
- Laugh as much as possible with others, at yourself.[2]

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[1] Amanda J. Smith, New Pioneers: A Project to Eliminate Sex Bias in Occupational Education, Reflections and Recommendations (Raleigh, North Carolina: North Carolina Department of Public Instruction), 1977, p. 5.

[2] Ibid., p. 5.

INSTITUTION/ADMINISTRATOR STRATEGIES

*Can be used by all implementers

Information

1. Advertise existing programs and insure that the advertisement makes clear the institution's interest in enrolling nontraditional students of both sexes. (Transparency Master 5)

*2. Develop and present planned informational-orientation programs for pre-adolescents and their parents; make increased use of public media. (See Activity 8; Printed Material 33)

*3. Inform parents through newsletters about sex stereotypes and possible consequences for girls and boys. (See Activity 8)

*4. Make certain that career-related materials used throughout the institution are sex fair.

*5. Give a non-stereotyped view of courses and activities in displays on courses.

*6. Revise printed materials where necessary to reflect sex fairness and equal representation.

*7. Change sex-stereotyped course titles to attract nontraditional students and enhance traditional students' occupational awareness and sense of worth.

*8. Make course titles sex fair.

*9. Encourage students in nontraditional or sex-integrated fields, especially girls, to take math and science courses.

*10. Supply students considering nontraditional occupations with adequate information so that (1) mature decisions can be made without pressure and (2) follow-through by enrolling is facilitated. (See Printed Materials 1, 5, 15, 25)

*11. Attract students to nontraditional occupations by something in addition to earnings, since most students choose traditional occupations regardless of awareness of earnings. (See Printed Material 39)

*12. Inform students about opportunities in sex-integrated programs as well as nontraditional. (See Printed Material 3)

Policy Planning and Implementation

*1. Seek funded support of programs to attract students into nontraditional programs. (See action-planning section regarding mini grants from DESE.)

*2. Be vigorous in implementing plans to bring about sex equality since legislative change is not automatic. Avoid delays. Monitor progress as well as initiation of programs to enforce legislation.

*3. Involve in some way all of those who may be affected by changes in policy or initiation of new programs.

*4. Encourage pre-vocational nontraditional enrollment since course experience influences enrollment.

5. Insure that all materials used are unbiased regarding sex, age, and race. (See Printed Materials 18, 28)

6. Expand vocational options for all students to choose programs for interest, ability, and employment prospects. (See Printed Material 29)

7. Involve all school personnel in awareness-raising and addressing sex stereotyping. (See Audio Visual 13)

8. Point out that difficulty of nontraditional students in finding related employment is only assumed. In fact, many employers are eager to hire nontraditional employees. (See Printed Materials 6, 25)

9. Compile nontraditional student applications to have an accurate enrollment picture.

*10. Increase the number of women counselors in vocational schools to change the all-male image of vocational programs.

*11. Increase the number of women nontraditional vocational education teachers. (See Printed Material 10)

12. Institute an affirmative action program to recruit actively nontraditional teachers and counselors.

*13. Distinguish between encouraging, assisting, decision-making, and providing support.

*14. Evaluate systematically all strategies normally used by students in selecting careers to ensure maximum effective use of nontraditional recruitment strategies. (See Printed Materials 1, 15)

*15. Seek input and participation from advisory council members in planning and executing nontraditional recruitment strategies. (See Printed Material 20)

Occupational Awareness

*1. Hold a student seminar for potential nontraditional students. Include a film, activities, nontraditional role models, and/or the opportunity to visit programs in their interest area.

*2. Increase efforts to introduce students of all ages to successful nontraditional role models in all types of work. (See Activities 4, 5, 12, 13)

*3. Include articles in school newspapers on nontraditional work, interviews, and statistics on median salaries. (See Transparency Masters 2, 4)

*4. Provide pre-vocational secondary students with introductory elective vocational courses to assist in familiarizing them with career options. (See Activity 1)

*5. Supply more information in vocational program handbooks about potential salaries and job opportunities.

*6. Build flexible exploration programs which treat a cluster of related occupations. (See Activities 1, 4, 5, 13)

*7. Stimulate interest in careers in younger students. Attitudes about stereotypes are much more easily changed at an earlier age. (See Activities 4, 5, 12, 13; Transparency Masters 1, 6)

*8. Expand job-site visitation programs, using a cross-section of all occupations. (See Activity 12)

*9. Give nontraditional enrollees lots of reinforcement because of a lack of confidence in their ability.

*10. Build self-assurance regarding nontraditional occupations so that students can put job information in perspective.

Sex Fair Counseling/Curriculum Development

*1. Offer preparatory socialization programs for students entering nontraditional programs. (See Audio Visuals 1, 8, 11, 18; Printed Materials 35-37)

*2. Examine exploratory experiences, career role models, and faculty/administration expectations for sex biases. (See Printed Material 14)

*3. Change sex-biased materials or address their bias constructively. (See Printed Material 27)

*4. Integrate home economics and industrial arts at the junior high level, providing "survival skills" to all students while breaking down stereotypes about appropriate courses, occupations, and sex roles.

*5. Build an unbiased guidance program beginning in elementary school to ensure exposure to girls and boys of a range of vocational opportunities long before they must decide. (See Printed Materials 11, 17, 30)

*6. Consider discontinuing vocational testing unless or until unbiased tests are available.

*7. Provide counseling support programs. (See Printed Material 9)

*8. Identify and analyze effective career education components. Ensure that career materials are non-stereotyped or acquire new ones. (See Printed Material 13; Audio Visuals 3, 5, 9, 12, 4, 7, 10)

In-Service

1. Provide in-service training to increase faculty awareness, to provide a foundation on which to develop sex equity strategies, and to encourage the use of sex-fair materials and programs. (See Activity 3; Transparency Master 1; Printed Materials 7, 11, 12, 38; Audio Visual 13)
2. Increase teacher/counselor (especially male vocational teacher) awareness of the influence which they do have on enrollments. Positive reinforcement in areas where a student shows interest and ability make a difference in their selections.
3. Assist counselors and teachers in examining and evaluating their own attitudes toward nontraditional career selections. Consider the problems inherent for females and for males. (See Activity 3; Printed Material 6)
4. Increase counselor training in job requirements and interpreting abilities and aptitudes. (See Activity 3; Printed Material 22)
5. Train both male and female teachers to pave the way for better adjustment to nontraditional students in class. (See Printed Material 44)

Collaboration

1. Initiate cooperation with public schools of all levels to widen career opportunities and break down stereotypes for both females and males.

2. Enlist collaboration of parents, students, and community with school personnel. (See Activity 8)

3. Promote linkage between the whole school and vocational education to ensure overall positive climate for sex equity.

4. Reach academic teachers at the junior and senior high level so they may assist in expansion of career choices.

5. Include parents and peers in support group discussions for the assistance of nontraditional enrollees. (See Activity 8)

6. Cooperate with business and industry to break down stereotypes.

7. Meet with equal rights groups to publicize school concern and benefit from their expertise.

Community Involvement

1. Hold open forums on sex stereotyping for parents, community leaders, employers and school personnel. (See Activities 9, 10, 12; Activity Sheets 19-21)

2. Foster a community awareness program through business and industry to provide a market for cooperative training and employment. (See Activities 9, 12)

3. Develop closer relationships with members of business and labor to encourage their participation as advisors. (See Activities 9, 12)

Support Services

*1. Invite successful nontraditional workers to meet with parents of students considering and preparing for nontraditional occupations. Support and influence of parents can be most beneficial to the success of nontraditional workers.

*2. To emphasize affirmative action and encourage potential nontraditional students, publicize nontraditional students and nontraditional graduates who are successfully employed.

*3. Solicit aid of advisory council members in supporting efforts of nontraditional students and workers.

TEACHER STRATEGIES

Information

1. Make course titles sex fair. (See Activity Sheet 4)

Policy Planning and Implementation

1. Encourage pre-vocational nontraditional enrollment since course experience influences enrollment.
2. Seek input from and involve advisory council members through planning and implementation of sex equity strategies. (See Audio Visual 13)

Occupational Awareness

1. Recruit more nontraditional teachers for role models. (See Transparency Master 1)
2. Utilize nontraditional role models for classroom visits, on-site job visitations and other activities. (See Activity Sheet 22)
3. Be aware of and discuss work-world problems with students. Seek suggestions for coping with and overcoming those problems. (See Activities 4, 5, 12; Transparency Masters 2-6)

Self-Awareness

1. Encourage student awareness while advising student organizations. (See Activities 2, 11, 13; Activity Sheets 1-4, 19-21, 23; Audio Visuals 1, 8, 11, 18)

Sex Fair Counseling/Curriculum Development

1. Examine exploratory experiences, career role modeling, and faculty/administration expectations for sex biases. (See Printed Materials 13, 14, 17, 30, 35-37)
2. Ensure that career materials are non-stereotyped or acquire new ones. (See Printed Material 27)
3. Change sex-biased materials or address their bias constructively.

In-Service

1. Increase teacher awareness and training to develop strategies. (See Transparency Master 1; Printed Materials 7, 11, 12, 16, 24)

2. Increase teacher/counselor awareness of their impact on enrollment. (See Printed Material 44)

3. Attend workshops. (Audio Visual 13; Printed Material 38)

4. Seek increased understanding of the influence which sex-typed behavior and expectations have on achievement through reading, observation, and discussions. (See Activity 3; Activity Sheet 23; Printed Material 22)

5. Examine classroom attitudes and actions.

6. Review/revise course materials or address existing bias constructively.

7. Learn how to discuss nontraditional careers in class without making nontraditional students feel self-conscious, particularly if they excell.

8. Assist counselors to be well informed about job requirements, abilities and aptitudes for your particular area of expertise.

Collaboration

1. Discuss and develop strategies with other teachers. (See Printed Materials 1, 15, 29)

2. Use outside resources (trade unions, women's groups, former students, parents, employers and nontraditional role models) to provide both traditional and nontraditional occupational information. (See Printed Material 6)

Support Services

1. Include in curricula for courses with nontraditional enrollees assistance with the development of specific personal skills such as: assertiveness training, decision-making strategies, time management, leadership training, etc.

2. Make certain that students with nontraditional interests know of additional training opportunities. (See Printed Material 19)

3. Use successful nontraditional persons as role models. These people might serve as guest speakers in class, work-site hosts, speakers to groups, etc.

4. Assist students in developing an understanding of the physical development and strength or otherwise unfamiliar background required in various occupations which would be considered nontraditional for them.

5. Assist students in developing an accurate understanding of working conditions in various occupations. (See Printed Material 5)

6. Create displays depicting work of nontraditional students and workers. These can be used for public relations as well as for support of nontraditional students.

7. Give presentations involving female nontraditional students to community groups, especially women's groups, for public relations and community awareness, as well as support for nontraditional students.

8. Use peer support, role models, parents, and other appropriate individuals to provide support during the first weeks back in school.

9. Actively support the interest and courage of students in enrolling in nontraditional programs.

COUNSELOR STRATEGIES

Information

1. Establish visibility of services to students. (See Printed Materials 3, 39)
2. Be realistic about workers' incomes, college ability versus employability payoff. (See Activity Sheets 12-18; Transparency Masters 2-6)
3. Make course titles sex fair. (See Activity Sheet 11)

Policy Planning and Implementation

1. Encourage pre-vocational nontraditional enrollment since course experience influences enrollment.
2. Be sensitive to sex bias in tests. (See Printed Materials 18, 28)
3. Be unbiased toward students' age, sex, and economic status.

Occupational Awareness

1. Explain expectations and job opportunities of nontraditional training and encourage enrollment of both females and males showing appropriate aptitude and interest.
2. Be informed to expand students' vocational options. (See Transparency Master 1, Printed Material 29)
3. Hold career fairs with nontraditional and traditional role models. (See Activities 4, 5)
4. Recognize and communicate to students that, based on research of nontraditional job satisfaction, wages, rate of unemployment, reflections about vocational training, unusual fears are groundless.

Self-Awareness

1. Provide support during the first critical weeks back in school. (See Support Services section; Activity 2; Activity Sheets 5, 6, 7, 8)

Sex Fair Counseling/Curriculum Development

1. Examine exploratory experiences, career role modeling, and faculty/administration expectations for sex biases. (See Audio Visuals 1, 8, 11, 18; Printed Material 13)

2. Ensure that career materials are non-stereotyped or acquire new ones. (See Audio Visuals 3, 4, 5, 6, 7, 12, 17)

3. Change sex-biased materials or address their bias constructively. (See Printed Material 27)

4. Offer special counseling (group, individual, career).

5. Offer complete, sex-fair aptitude testing.

6. Solicit and utilize feedback from mid-career change graduates to prepare better those currently enrolled.

In-Service

1. Encourage workshop participation. (See Printed Materials 16, 38, 44; Audio Visual 13)

2. Increase teacher/counselor awareness of their impact on enrollment. (See Printed Materials 11, 7)

3. Increase counselor training in job requirements and interpreting abilities and aptitudes. (See Printed Materials 6, 19, 22, 29)

4. Increase one's own working knowledge of sex equity legislation.

5. Listen to oneself to ensure sex fairness. (See Activity 3)

6. Develop awareness of sex stereotyping necessary to provide unbiased guidance to students.

Collaboration

1. Work with subject-area advisory councils to keep informed about current working conditions. (See Printed Material 20)

2. Maintain communication with counselors of feeder/sending schools to ensure that information gets to all pre-vocational students.

3. Maintain communications with employers to encourage their sex-fair behavior.

Support Services

1. Make certain that students with nontraditional interests know of additional training opportunities. (See Printed Materials 6, 9)

2. Assist students in developing an understanding of the physical development and strength or otherwise unfamiliar background required in various occupations which would be considered nontraditional for them.

3. Use peer support, role models, parents, and other appropriate individuals to provide support during the first weeks back in school.

4. Actively support the interest and courage of students in enrolling in nontraditional programs.

5. Counselor strategies may address such things as:

    a. need for information or information networking
    b. attitude change and anxiety reduction
    c. interest inventories, self-exploration surveys, aptitude tests, etc.
    d. career planning and job searching
    e. life planning
    f. self-definition and motivation
    g. support for nontraditionals facing common problems
    h. recognition of barriers
    i. emotional and mental adjustment on the job
    j. small-group discussion based on role-playing of problems
    k. assistance in adjusting to a work world predominantly of the other sex
    l. assistance in handling harrassment and discrimination
    m. knowledge of legal rights, complaint and grievance procedures
    n. outreach programs involving monthly training for supervisors
    o. group discussions on case studies of problem situations

LIBRARIAN STRATEGIES

Information

1. Convey information and heighten awareness through bulletin boards, new-book shelves, and/or display cases. (See Activity Sheets 9-18)

2. Get on mailing lists for current career information.

Occupational Awareness

1. Purchase and display non-sexist occupational materials; contrast sexist and non-sexist ideas. (See Transparency Masters 2-6)

2. Provide exhibits of both nontraditional and traditional role models for both sexes and the same jobs. (See Activities 4, 5)

Sex Fair Counseling/Curriculum Development

1. Examine exploratory experiences, career role modeling, and faculty/administration expectations for sex biases. (See Audio Visuals 1, 8, 11, 18; Printed Materials 14, 27)

2. Ensure that career materials are non-stereotyped or acquire new ones.

3. Change sex-biased materials or address their bias constructively.

In-Service

1. Increase one's awareness and training to develop strategies. (See Transparency Master 1; Printed Materials 7, 11)

2. Assist in increasing staff training in job requirements and interpreting abilities and aptitudes. (See Printed Materials 16, 44)

Support Services

1. Create displays depicting work of nontraditional students and workers.

2. Publicize the availability of books and other library materials related to nontraditional occupations. (See Audio Visuals 2, 5, 6, 7, 9, 10, 12)

STUDENT STRATEGIES

Information

1. Share with parents information about sex stereotypes, possible consequences, and nontraditional opportunities.
2. Be accessible to pre-vocational students on tours of vocational program areas. (See Transparency Master 1)
3. Call attention to career-related materials which are not sex fair, whether in the library, counseling office, program descriptions, course syllabi, classroom handouts, etc.
4. Give a non-stereotyped view of courses and activities in displays, bulletin boards, etc. (See Activity 8; Activity Sheets 9, 10, 11-23)
5. Be aware of opportunities in sex-integrated programs, as well as nontraditional programs.

Policy Planning and Implementation

1. Influence each other's career choices constructively. (Males, according to research, were the greatest critics of nontraditional men and women.) (See Printed Materials 6, 8)
2. Be supportive of and encourage nontraditional choices. (See Printed Materials 1, 15)
3. Suggest names of nontraditional men and women who would be willing to share experiences and thoughts with students. (See Activity Sheet 22)

Occupational Awareness

1. Include articles in school newspapers on nontraditional work, interviews, and statistics on median salaries.
2. Share with pre-vocational high school or junior high school students information about elective vocational courses, and familiarize them with career options. (See Transparency Masters 2-6)
3. Introduce pre-adolescent students, particularly girls, to successful women and men in all types of work, including vocational training. (See Activities 1, 4, 5, 12, 13; Transparency Masters 2-6)

4. Encourage student seminars to focus on nontraditional options. Films, activities, nontraditional role models and/or opportunities to visit programs in particular interest areas may be included.

Self-Awareness

1. Support each other's interest and courage to enroll nontraditionally. (See Printed Materials 17, 21, 23, 35, 36)

Sex Fair Counseling/Curriculum Development

1. Build student support for enrollment based on interest and aptitude. (See Printed Material 8)
2. Assist, if possible, in implementing strategy by participating throughout the planning process. (See Printed Material 15)
3. Share with elementary students class experiences, as well as information about vocational and nontraditional opportunities.

Collaboration

1. Go to feeder/sending schools to recruit pre-vocational students.
2. Correspond with community colleges concerning nontraditional offerings in which you are interested.

Community Involvement

1. Survey community for nontraditional opportunities; let representatives of business and industry know of your interest. (See Activities 9, 12; Activity Sheets 6-8)

Support Services

1. Encourage each other's vocational education choices, particularly those in nontraditional programs.
2. Influence and support each other's choices. (See Printed Material 1)

PARENT STRATEGIES

Information

1. Attend and assist with informational orientation programs for pre-adolescent students and their parents. (See Activity 8; Transparency Masters 2-6; Audio Visual 13)

2. Contribute information for newsletter about sex stereotypes and possible consequences for both girls and boys. (See Activity 8; Transparency Masters 2-6; Audio Visual 13)

3. Provide parents of younger children, particularly girls, with specific information about the limitations imposed by stereotyping and bias. (See Activity 8; Printed Materials 21, 23, 33, 35)

4. Discuss with children information about sex stereotypes, possible consequences, and nontraditional opportunities. (See Activity Sheets 9-12, 16, 19-21)

Policy Planning and Implementation

1. Participate in planning and implementing strategies for change where possible. (See Printed Materials 1, 15)

2. Encourage offspring to consider all types of career options.

3. Suggest names of nontraditional workers of both sexes who would be willing to share experiences and thoughts with students.

Occupational Awareness

1. Increase efforts to introduce pre-adolescent students, particularly females, to successful women and men in all types of work, including vocational training. (See Acitivities 1, 4, 5, 12, 13; Transparency Master 1)

Self-Awareness

1. Assist with student organizations as chapter parents; encourage student awareness while assisting with student organizations. (See Activities 2, 11, 13; Activity Sheets 19-21; Transparency Master 1; Printed Material 16)

Sex Fair Counseling/Curriculum Development

1. Be willing to serve as advisory council members; assist in implementing strategy by participating through the planning process. (See Printed Material 20)

2. Be willing to serve on committees when asked, for selection of materials or assistance with activities.

In-Service

1. Attend in-service workshops, if possible, to be informed about strategies being undertaken. (See Printed Materials 4, 16, 27, 44)
2. Seek information to increase understanding of how greatly sex-typed behavior and expectations can influence achievement. (See Activity 13)

Collaboration

1. Cooperate with all other interested persons to widen career aspirations and break down stereotypes for both sexes. (See Activity 8, Audio Visuals 2, 4, 5, 6, 9, 10, 17)
2. Collaborate with school personnel early in order to give informed support and involvement. (See Activity 8)
3. Meet with equal rights groups to publicize school concern and benefit from their expertise. (See Audio Visual 15; Printed Materials 1, 6, 15, 19)
4. Work with counselors to provide appropriate guidance for your sons or daughters.
5. Assist in providing both traditional and nontraditional occupational information.

Community Involvement

1. Participate in open forums on sex-stereotyping for parents, community leaders, employers and school personnel. (See Activities 9, 10; Activity Sheets 19-21)
2. Survey community for nontraditional opportunities.

Support Services

1. Meet with parents of students considering and preparing for nontraditional occupations.
2. Support efforts of nontraditional students and workers.
3. If successfully employed in a nontraditional occupation, serve as a role model by speaking to classes and other groups, hosting work-site visits or other activities.

4. Assist in providing support during the first weeks back in school.

5. Actively support the interest and courage of students in enrolling in nontraditional programs.

EMPLOYER STRATEGIES

Information

1. Provide information about nontraditional occupational earnings, working conditions, training required, etc. (See Activity Sheets 13-16; 19-21; Transparency Masters 2-6)

Policy Planning and Implementation

1. Participate in planning and implementing strategies for change where possible. (See Transparency Master 1, Audio Visual 13)
2. Suggest names of nontraditional workers of both sexes who would be willing to share experiences and thoughts with students. (See Transparency Master 1, Audio Visual 13)
3. Provide support services to assist the nontraditional workers.

Occupational Awareness

1. Supply information for program handbooks, school newspapers, parents' newsletters, etc., about potential salaries and job opportunities. (See Transparency Masters 2-6)
2. Stimulate interest in careers earlier in students as this seems to be the easiest way to change attitudes about stereotypes. (See Activities 1, 4, 5, 12)
3. Expand involvement of students of both sexes in planned job-site visitation programs, ensuring a cross section of all types of occupations. (See Activities 7, 12)
4. Provide personal observations and hands-on experiences to younger students to generate interest and familiarize them with occupational opportunities.

Self-Awareness

1. Discuss with teachers and others school personnel the vocational programs offered, program requirements, equipment used, etc. (See Printed Materials 6, 19, 29; Audio Visual 15)

Sex Fair Counseling/Curriculum Development

1. Be willing to serve as advisory council members; assist in implementing strategies by participating throughout the planning process. (See Printed Material 20)

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In-Service

1. Assist counselors in their understanding of job requirements and in interpreting abilities and aptitudes.

Collaboration

1. Cooperate with all other interested persons to widen career aspirations and break down stereotypes for both sexes. (See Audio Visuals 3, 4, 5, 7, 9, 10, 12)

2. Collaborate with school personnel early in order to give informed support and involvement.

3. Participate in group discussions within assistance programs.

4. Cooperate with school personnel to break down stereotypes. (See Audio Visuals 14, 15, 16)

5. Meet with equal rights groups to publicize concerns of business and industry, and to benefit from their expertise. (See Printed Material 29)

6. Assist in providing both traditional and nontraditional occupational information. (See Printed Material 6)

7. Discuss with counselors and other school personnel what is considered sex-fair behavior.

Community Involvement

1. Participate in open forums on sex stereotyping for parents, community leaders, employers and school personnel. (See Activities 9, 10; Activity Sheets 19-21)

2. Participate with school personnel in a community awareness program to provide a market for cooperative training and employment. (See Activity 9)

3. Be willing to serve as advisory council members.

4. Survey community for nontraditional opportunities.

Support Services

1. Support in any way possible the efforts of nontraditional students and workers.

2. Assist students in developing an understanding of the physical development and strength or otherwise unfamiliar background required in various occupations which would be considered nontraditional for them.

3. Assist students in developing an accurate understanding of working conditions in various occupations.

4. Actively support the interest and courage of students in enrolling in nontraditional programs.

5. Make certain that students with nontraditional interests know of additional training opportunities.

6. Publicize the work of nontraditional students and workers.

7. Employer strategies can address such things as:

   a. need for information or information networking
   b. attitude change and anxiety reduction
   c. recognition of barriers
   d. emotional and mental adjustment on the job
   e. assistance in adjusting to work world predominantly of other sex
   f. assistance in handling harassment and discrimination
   g. knowledge of legal rights, complaint and grievance procedures
   h. outreach programs involving monthly training for supervisors

Primary Source: Factors Influencing Nontraditional Vocational Education Enrollments: A Literature Review. Louise Vetter and others. The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio, 1979.

SUPPORT SERVICES

The emphasis on recruitment in the preceding sections focuses on encouraging students to examine the interests and talents required by a nontraditional occupation. Many students will conclude that their careers should be elsewhere. Others will discover a deep interest in the field and decide to pursue it. Among nontraditional students, a third category is common--those who discover interest in and aptitude for the subject but who decide that the embarrassment and difficulties which they may suffer are not worth it.

The nontraditional student must be realistic about potential problems in the classroom and on the job; however it is possible to strengthen a student's will to succeed. Positive steps can be taken to help a student withstand these pressures and can result in an improved retention and success rate in a vocational classroom or on the job. These strategies may include the following:

Retention

1. Scheduling. When possible, schedules should be arranged so that several students of the nontraditional sex are in the same class. The more there are, the fewer the problems. There are tremendous pressures on a lone girl or boy in a class. A small group provides both companionship and mutual support for its members and makes the enrollment of members of the other sex seem more "normal" to the majority group.

2. "Break-In" classes. One of the major problems nontraditional enrollees face is lack of familiarity with terms, tools, and conventions. Special introductory briefing sessions at the beginning of the semester can go far toward eliminating this stumbling block and can help prevent early dropouts.

3. Supportive counseling. Particularly in cases in which a single student is pioneering a nontraditional enrollment, the ready availability of a supportive counselor is crucial. The student may be facing extraordinary emotional stress in early weeks and months and may need sympathy and encouragement.

4. Peer support groups. Organize peer support groups of nontraditional students which meet regularly to share concerns, difficulties, and positive feelings. Involve parents in similar support sessions.

5. Personal skills development. Develop and implement programs to develop specific personal skills which are useful in the work force, such as assertiveness training, decision-making strategies, and time management techniques.

6. Lack of confidence. Reinforcement can increase nontraditional students' sense of control over their lives and careers by increasing the control of their own learning process.

7. Mathematics and spatial skills. Be aware that women students may need special help in areas involving mathematics and spatial skills.

8. Classroom cooperation. Encourage both sexes within a classroom to explore the perceptions and work styles of the other by encouraging classroom cooperation between the sexes rather than competition.

9. Physical development. Women may need special help to learn to balance weights and to utilize all the techniques they can master to make up for their absence of brute strength. This problem is also faced by some men.

10. Appropriate clothing. Many women are poorly informed about appropriate clothes for the type of work they will be doing. Examples of appropriate types of shoes, socks, pants, shirts, etc., should be available, and information about where they can be purchased for a reasonable price provided.

11. Special skills for men. Men in nontraditional programs should be provided with opportunities to acquire special skills or information which may traditionally be unfamiliar to them.

12. Grievance procedures. Where harassment and discriminatory practices persist, nontraditional students should be made aware of their legal rights and procedures for complaints before grievance committees.

Cooperative Education Programs

1. An on-the-job placement provides a more realistic trial of a student's career interests and motivation than a classroom experience and tends to overcome any false impressions a student with little previous exposure to the job may have.

2. The placement connection can reduce possible discontinuity between training and employment which the nontraditional student may suffer.

Placement and Follow-Up

1. Placement is one of the most important areas for attention to the sex bias issue. If nontraditional placements are high, additional nontraditional students will be attracted into the program. If they are low, enrollment will be discouraged.

2. School personnel often underestimate the willingness of local employers, particularly the larger firms, to accept nontraditional placements. Employers are subject to the same nondiscriminatory requirements under Title VII as the schools are. There has also been a recent increase in enforcement activity by the federal Equal Employment Opportunity Commission. Employers aware of these facts, as well as those who are nondiscriminatory for moral reasons, are happy to be able to find a source of trained employees in fields dominated by one sex.

3. Students placed in jobs not traditional for their sex may need continued help during the first months on the job. Preparation for dealing with this problem and an opportunity for counseling during the break-in period can be of great assistance to the pioneer.

4. Some approaches which have been successful include small group discussions with other women who have pioneered all-male jobs, role playing of possible scenarios of harassment or overprotection, and discussion meetings attended by the pioneering women, counselors, executives from the employing firm, as well as relevant supervisors.

5. Other types of on-the-job assistance which may be provided through special programs include child care, financial aid, and transportation.

Sources: The Guidance Needs of Women. Lenore W. Harmon. Information Series No. 149. The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio, 1979.

Fostering Sex Fairness in Vocational Education: Strategies for Administrators. JoAnn Steiger and Sue Schlesinger. Information Series No. 147. The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio, 1979.

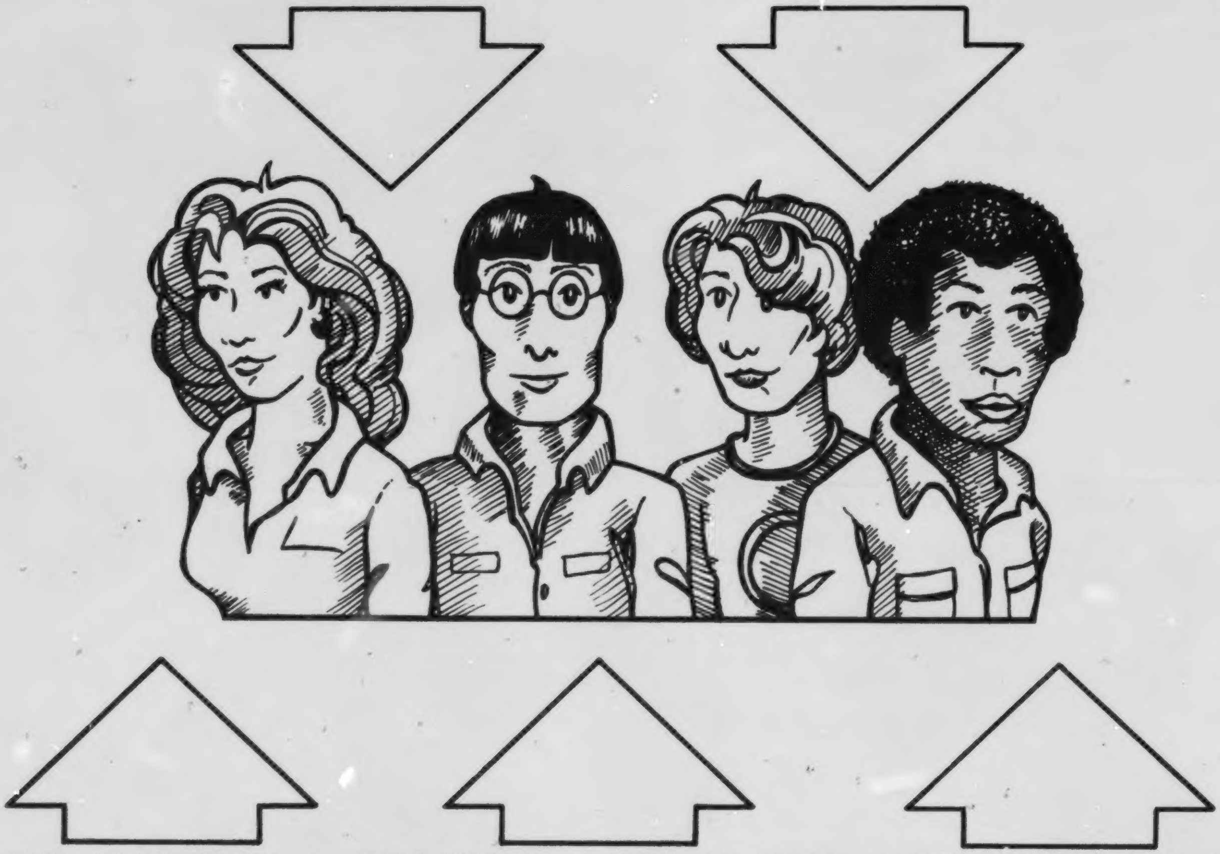
Women in Nontraditional Vocational Education in Secondary Schools. Roslyn Kane and Pamela Frazee. Rj Associates, Arlington, Virginia, May, 1978.

Problems of Women in Apprenticeship. Roslyn Kane and others. Rj Associates, Arlington, Virginia, December, 1977.

Five Major Influences in Making Career Plans

1.
EXPERIENCES
at home, school,
and work

2.
INTERESTS
Your hobbies,
leisure activities



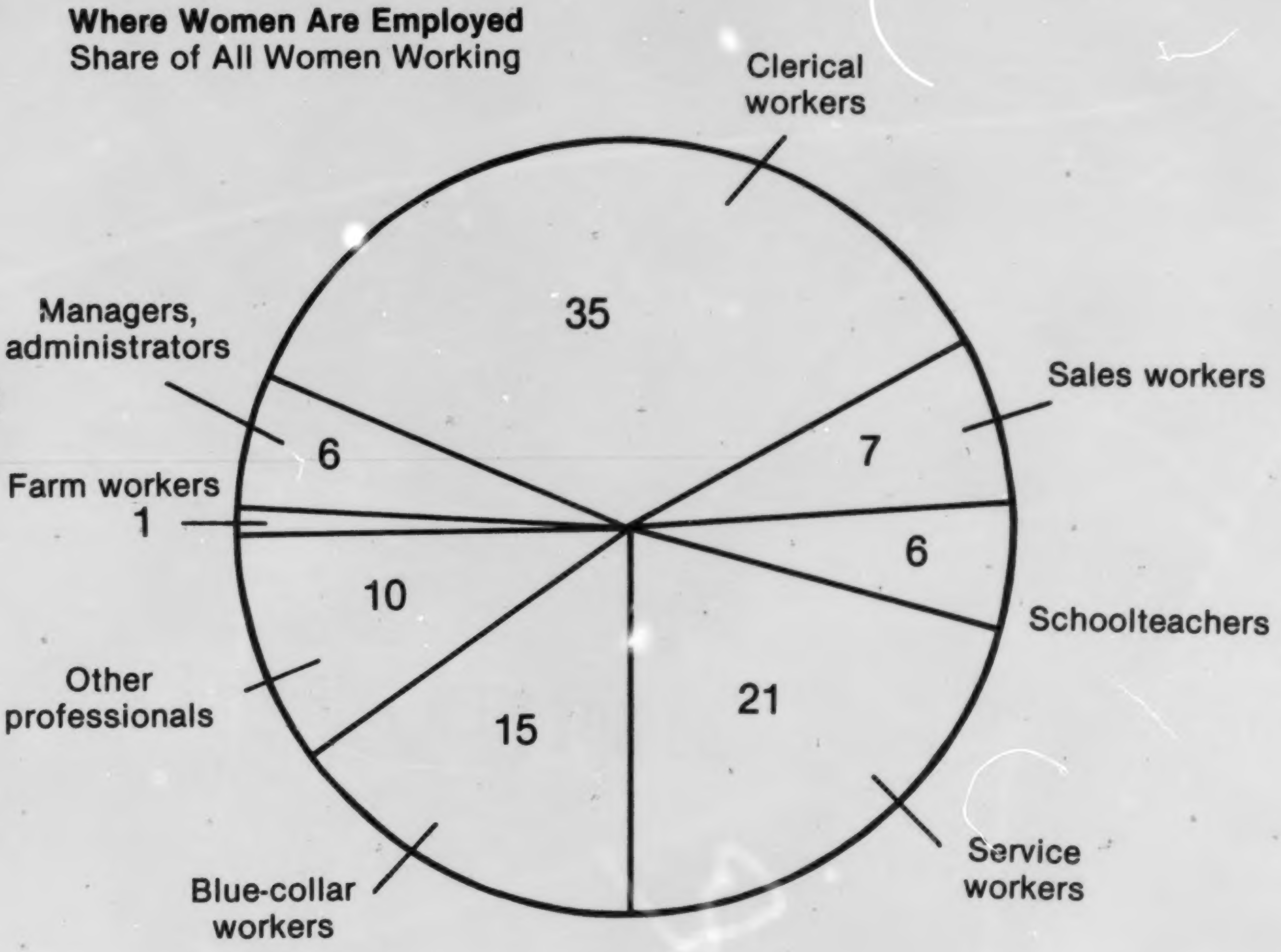
ROLE MODELS
persons you
want to imitate
3.

FRIENDS & RELATIVES
their ideas and opinions
4.

KNOWLEDGE OF CAREER OPTIONS
5.

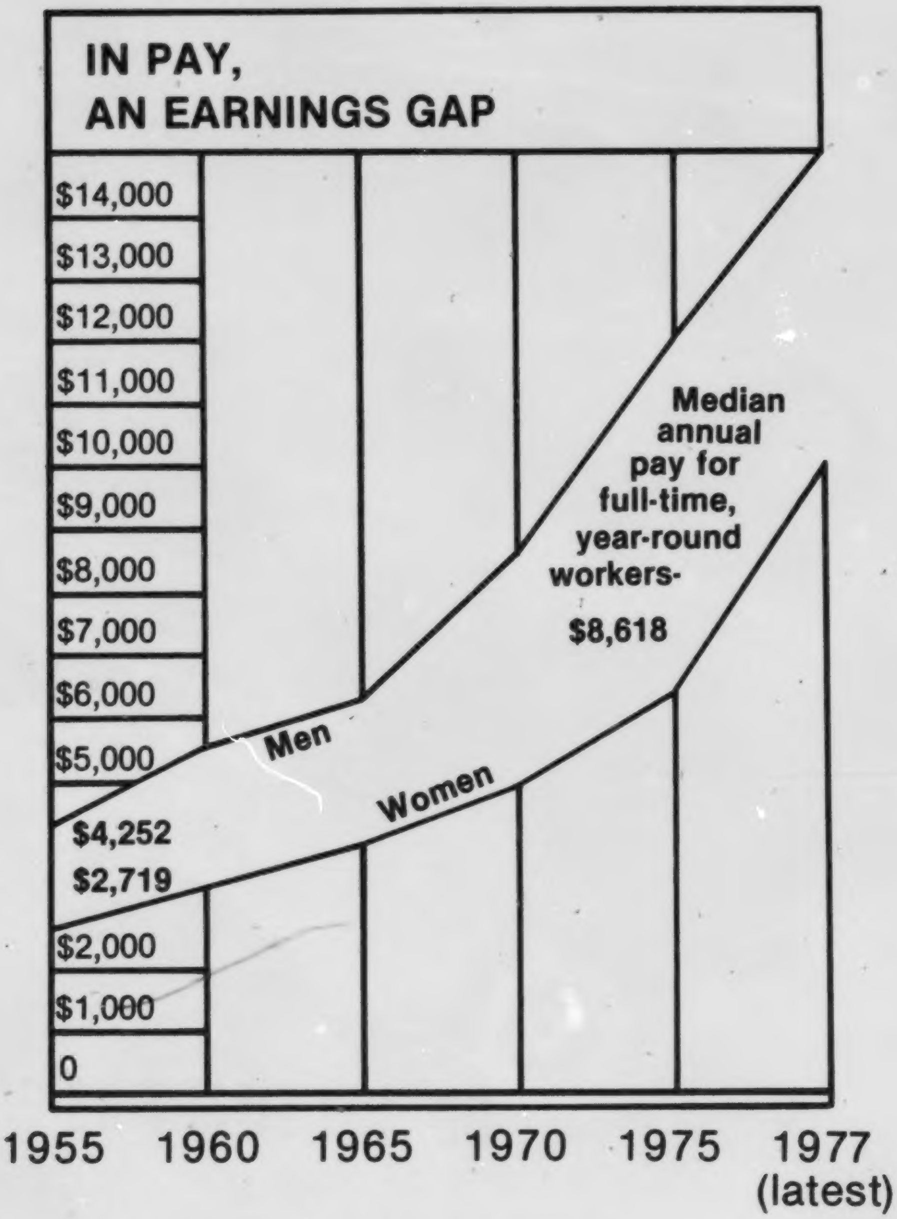
Source: Influencing factors adapted from a study; Secondary Students' Views on Occupational Sex Stereotyping. Indiana University, Bloomington, 1977.

Proportion of Women Working in Major Occupational Groups



Employment Percentages

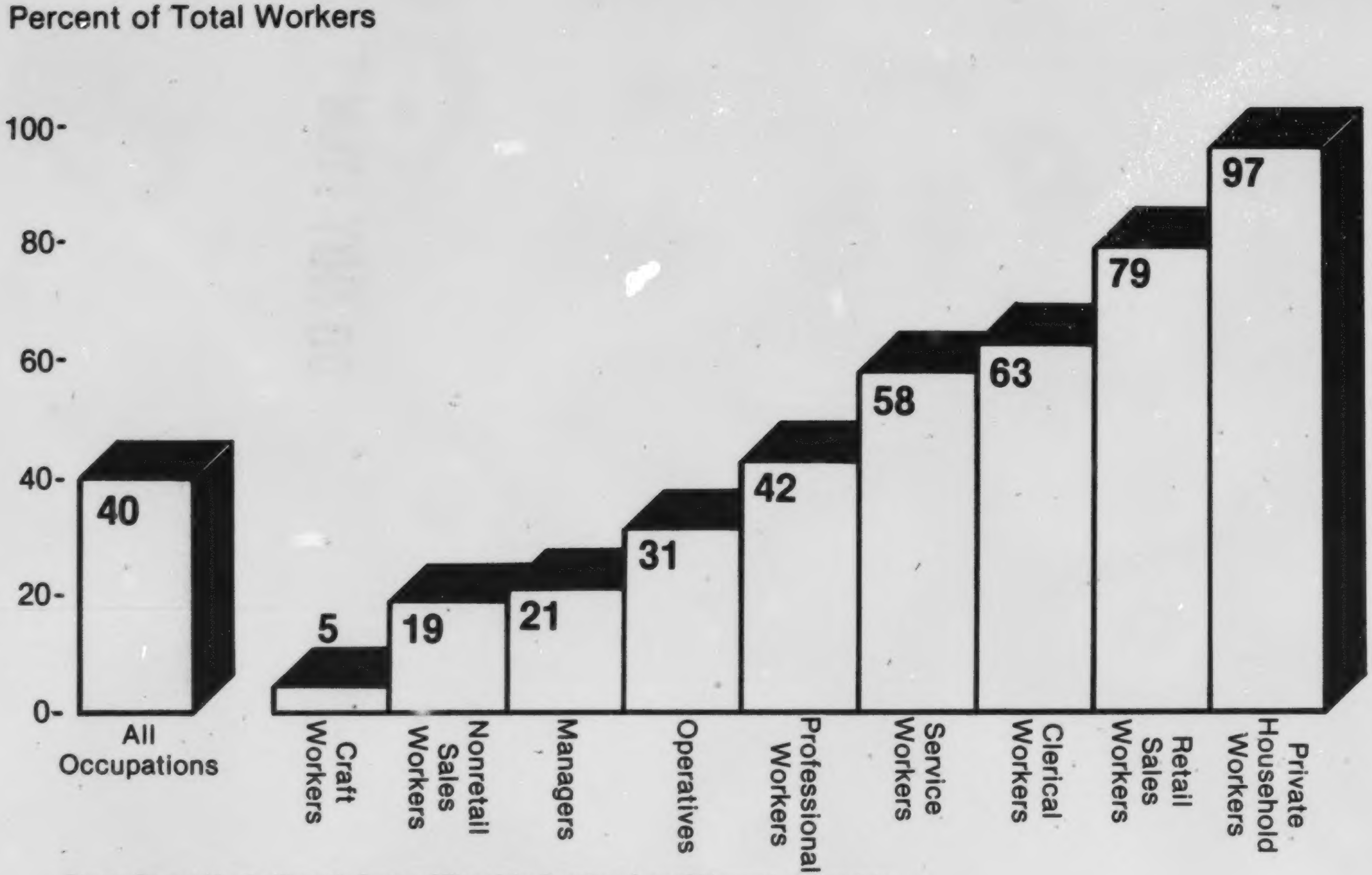
U.S. NEWS & WORLD REPORT, Jan. 15, 1979



The typical woman employee, therefore, was paid 58.9 percent of what the typical male worker earned in 1977, down from 63.9 percent in 1955.

Source: U.S. Depts. of Labor and Commerce; National Science Foundation.

Women Are Underrepresented as Managers and Skilled Craft Workers



Source: Prepared by the Women's Bureau, Office of the Secretary, from 1977 annual average data published by the Bureau of Labor Statistics, U.S. Department of Labor.

NATIONAL DISTRIBUTION OF FEMALES AND MALES IN VOCATIONAL EDUCATION PROGRAMS, 1978

	PERCENT FEMALE	PERCENT MALE
Agriculture	17.3	82.7
Distribution	51.4	48.6
Health	77.9	22.1
Consumer and Homemaking	81.2	19.8
Occupational Home Economics	82.4	17.5
Office	75.6	24.4
Technical	17.6	82.4
Trade and Industry	15.4	84.6

HEW Division of Vocational and Technical Education, **Status of Vocational Education in 1978,** 1979 .

Major Occupations Employing Men and Women

Ten Major Occupations Employing Women	Ten Major Occupations Employing Men
Secretaries	Engineers
Food Service Workers	Carpenters
Teachers (except college and university)	Auto Mechanics
Sales Clerks	Mechanics (except auto)
Bookkeepers	Blue Collar Worker Supervisors
Health Service Workers (dental assistants, practical nurses, nursing aides)	Truck Drivers
Personal Service Workers (hairdressers, child care workers, attendants)	Cleaning Workers
Nurses, Dieticians, Therapists	Food Service Workers
Cashiers	Farm Owners and Tenants
Private Household Workers	Protective Service Workers (fire, police, etc.)

For use with:
Students

ACTIVITY 1: STEREOTYPING IN CAREERS

Secondary — Awareness/Behavior

Objective: Examine occupational roles of women - both traditional and non-traditional.

Rationale: Nine out of ten women will work outside the home at sometime during their lives. Women generally are clustered in low-paying service jobs. The gap between salaries for men and women is getting larger, not smaller. Girls are not preparing for the world of work in a realistic manner.

Materials: List of a wide variety of occupations; ditto sheets of ideas to explore related to the project.

Activity: Research paper on women in a particular occupation. Students may do either library research or field research.

A library research paper is a critical review of the literature on a particular topic. Field research involves field observations, interviews, or surveys in order to explore the topic.

Allow students to select a particular occupation from an extensive list, (allow students to add occupations to the list). Allow only one student to study a single occupation so that many occupations will be explored in each class.

After students have selected an occupation, they may examine literature or they may interview a woman in the occupation (better yet, interview both a man and woman in the occupation).

Both types of research should explore the following:

1. Training or education needed to enter into the occupational field.
2. Special individual qualifications which lead to success in the occupation.
3. Opportunities for advancement (is this a career job with mobility or a job with little upward mobility)?
4. Which sexual, racial and ethnic groups predominantly work in this occupation at present?
5. Advantages of the occupation. Disadvantages of the occupation.
6. Average number of hours spent on this job weekly. Is there flexibility possible in scheduling time?

7. Salary range based on current statistics.

8. Special skills or attributes student would need to develop if he/she entered this occupation as a minority, (as personal self-concept needs of a male entering a secretarial position or black entering dental school).

Some suggested occupations:

brick layer
librarian
pilot
college professor
mail carrier
dental technician
auto mechanic
salesperson
fire fighter
law enforcement officer
airline ticket agent
business managers
secretary
lawyer
stockbroker
counselor
publisher
military officer
electrician
teacher
nurse
cab driver
maid
union organizer
government worker
garbage collector
small appliance repair person
small business owner
animal shelter worker

Oral presentations to the class are a logical and meaningful follow-up activity to this assignment.

Tips: The enthusiasm with which the teacher embraces this assignment can make it either a meaningful or a trivial project.

For use with:
Faculty
Parents
Community
Students

ACTIVITY 2: ROLE REVERSAL

Adult Attitude

Objective: Participants will be able to name at least one of his/her own attitudes or actions which are based on sex-role stereotypes and to describe at least one way he/she can work on eliminating such attitudes and actions.

Materials: Newsprint and felt tip pen for each small group.

Activity:

1. Divide the total group into same-sex groups of three to four people each.
   "Each group should imagine that they are the opposite sex. Brainstorm advantages of being that sex. Record these advantages on your newsprint and star the two that seem the best. You will have five minutes to complete your task."

2. Give each group a sheet of newsprint and a felt-tip pen.

3. After five minutes, have the small groups meet togehter as a total group.

4. Ask each small group to share with the total group the top two advantages of being the opposite sex.

   After a small group reports what it thinks are the advantages of being the opposite sex, ask for feedback from the sex being described. For example, if the small group is all female and they are reporting on what they think are the advantages of being male, turn to a group of males and ask: "What is your reaction to that? Do you consider those to be advantages of being male? What are the costs of those advantages? What disadvantages are there to that?"

   Finally, ask the reporting group the following question: "Is there any reason you can't have the advantage you described?"

   Follow the same procedure for each small group.

Note: It is often surprising for people to realize that what they think of as advantages of the opposite sex are also considered advantages by that same sex.

5. To summarize, ask: "Does a society with differentiated sex roles have to remain that way?"

   "What sex-role differentiation is biologically rooted and and unchangeable?"

"What sex-role differentiation results from the assumption that since males and females are biologically different, they should behave differently and be treated differently?"

"In what ways do women gain from abandoning their traditional sex role?"

"What advantages or privileges of the traditional female role might they have to give up as sex discrimination is eliminated?"

"In what ways do men gain from abandoning their traditional sex role?"

"What advantages or privileges of the traditional male role might they have to give up if sex discrimination is eliminated?"

SOURCE: Toward Equality. Dallas Independent School District.

Activity adapted from Texas Teacher Center Project - Women's Equality in Education.
Summary questions are taken from Project Awareness, a training program developed by Feminists Northwest.

For use with:
Students
Parents
Faculty

ACTIVITY 3: EQUAL EMPLOYMENT OPPORTUNITY CASES

This activity contains five case studies for you to read and discuss. In each case there is an opinion of other experts on the issues presented so you can compare your own ideas with those of others. See how well you agree with other persons who have read the cases and the opinions given in the comments on each case at the end of this section.

1. THE FIRST TO GO

"Oh, Edna, can you come in here for a minute?"

Bob Martin sighed as he turned back into his office. He supervised a staff of ten writers who handled the company's public relations and internal communications, and ordinarily he enjoyed his job. But there were times when being a supervisor was no fun at all, and this was one of those times.

Edna walked into his office and sat down. "Hi, Bob," she said. "What's up?"

"I'm afraid I have some bad news, Edna," Bob said. "I don't like it, and you're not going to like it, but there's nothing I can do about it."

"Sounds pretty grim," Edna responded. "What's the matter?"

Bob shifted uncomfortably in his chair. "I just got back from a supervisors' meeting," he said. "You know that the company has been having a pretty rough year, and we've had to cut a lot of corners."

"I know," Edna said. "What is it now--no more paperclips for the duration?"

"I'm afraid it's a lot worse than that," Bob said. "Every supervisor has to reduce his staff by 10 percent immediately. Since I have ten writers on my staff, one of them has to be laid off. I'm sorry, Edna, but I'm afraid I'm going to have to let you go."

Edna looked stunned. "Wait a minute, this takes a little getting used to. You're telling me I'm fired?"

"Not fired, Edna--laid off. You'll get severance pay, and you'll get paid for your unused vacation time, so that will help some. And you know as soon as things get better, I'll be asking you to come back."

"Hold on," Edna said. "That was quite a shock, and I'm just beginning to be able to think again. Why was I selected for this honor?"

"It wasn't an easy decision to make, Edna, and I had to take a lot of things into consideration. This is really painful for me."

"Not half as painful as it is for me," Edna said. "I still don't see why I'm the one to go. I've been here longer than Ed, and Jack, and Kevin. Why not one of them?"

"I told you I had to take a lot of things into consideration, Edna. For one thing, you were a secretary before you were promoted into my department. It'll be easier for you to get a job than it would be for any of the men."

"You mean I'm getting laid off because I'm the only woman on the staff?"

"Not because you're a woman," Bob said. "But you have a husband who works, and Ed, Jack, and Kevin all have families. In all fairness, I think you'll agree that they really need the job more than you do."

"I don't agree at all," Edna said. "I do my job as well as any of the men--maybe better. Whether I'm supporting a family shouldn't have anythingto do with it."

"I'm afraid I think it does," Bob said. "I know it's tough, but I'm sure you'll be okay. And after you've thought it over, I think you'll realize than I'm right."

"Don't bet on it," Edna said. "I think I'm getting a raw deal and I'm not going to change my mind about that."

After reading this case, do you believe that Edna was discriminated against? Do you think the Equal Employment Opportunity Commission (EEOC) would support Edna if she protested being laid off? See the comment at the end of this section for the opinion of others about this case.

2. WHO'S TAKING CARE OF THE KIDS?

The young woman sitting across the desk from Art Smith was an applicant for a position as computer programmer in Art's department, and as far as he could determine, she seemed to have all the required qualifications.

"Well, Mrs. Matthews," Art said, "from what you tell me, you seem to have just the kind of experience we're looking for. I hope you won't mind if I ask you a few personal questions?"

"Of course not," Jane Matthews said. "I hope you won't mind if I don't answer them if they're too personal."

Art laughed. "Don't worry, they won't be that personal. It's just that I've run into problems in the past, and I just wanted to know.... Let's see, you're married, of course.?

"Of course."

"Any children?"

"Yes, I have two children, seven and nine."

"Who takes care of them while you're at work?"

Jane Matthews paused. "Look, Mr. Smith, the arrangements I make for the care of my children really aren't important to you. They are in school most of the day, and when they aren't, they are taken care of. That's no problem."

Art smiled. "Mrs. Matthews," he said, "I assure you, I'm not trying to pry into your personal affairs. I just wanted to be sure that there wouldn't be any problems with your children that might cause you to be away from the office frequently."

"Do you ask these questions of the men you interview?"

"No," Art said, "of course not. But it's been my experience that some women with small children stay home every time one of their kids gets a cold, and I'm trying to avoid..."

Jane Matthews leaned forward in her chair. "Mr. Smith," she said, "I am a capable computer programmer. I'm applying for a position in your company on the basis of my skills and experience. I don't want to sound militant, but I really don't think that how I care for my family is any of your company's concern, as long as I do my job."

"Yes, of course," Art said, smiling. "Just a precaution on my part. If you'd rather not talk about it, that's perfectly all right. I've enjoyed talking to you, Mrs. Matthews. I have a few more interviews before making a decision on this job, so I'll be in touch with you in two or three days. Thanks so much for coming in."

After reading this case, do you think Mr. Smith asked Jane Matthews an unfair question about child care? If Jane does not get the job, do you think she has any basis for charging the company with sex discrimination? Do you think the EEOC would support her claim? See the comment at the end of this section for the opinion of others.

3. WOMEN'S WORK

"Can I speak to you for a minute, Dave?"

Dave Ross looked up from the budget he was preparing for his department's operations in the coming fiscal year. It was a job he didn't particularly enjoy, and he welcomed the interruption. "Sure, Joanne, come on in. How are things going?"

Joanne Woodley was the newest editor--and the only woman--on his staff. His was a small department--only five editors--but he was proud of the volume and quality of work that they turned out each month. Every month they produced a 64-page technical magazine and two newsletters, never missing a deadline and always receiving what he considered well-deserved praise for the quality of their publications. Joanne had been on board for about two months, and he was pleased with the way she fit in and worked with the other staff members.

"Sit down, Joanne," he said. "Any problems?"

"Well, in a way, Dave," Joanne said. "I wanted to talk to you about the filing and correspondence."

"Sure, what about it? I'm not sure how much help I can be. Karen used to handle that, and since she left things got pretty far behind, I'm afraid. I never really followed up her work too closely, but I'll tell you anything I can that will help you."

"It's not the work itself," Joanne said. "I can do it all right. It's just that--well, why am I handling it all by myself?"

"I don't know what you mean," Dave said. "Every office has a certain amount of clerical work that has to be done. As a matter of fact, ours has less than most. But what there is has to be done."

"Of course it does," Joanne said. "But there are five editors on this staff, and I seem to be the only one who has to do this kind of work."

"Sure," Dave said. "You were hired to replace Karen, and that was part of her job. Karen never complained about it."

"Well, maybe Karen didn't mind," said Joanne. "But I can't help resenting the fact that I was hired as an editor, like the other four fellows out there, and none of them ever types a letter or files a memo. They seem to expect me to do all the donkey work."

"Look, Joanne," Dave said. "You're a good editor, and everyone is pleased with your work. But you have to realize that the clerical chores are part of your job. They may be a little dull, but every job has some aspects that aren't exactly exciting."

"I realize that," Joanne said. "What I'm complaining about is that I'm doing the clerical work and the other editors aren't expected to do any of it. I never see Sam or Warren doing any filing."

"Oh, for gosh sakes, Joanne," Dave said, "you know very well I couldn't ask any of the men to do the typing and filing. I mean, everyone knows that isn't a man's job. Now look--things have always worked out well the way they are, and after all, the clerical stuff isn't really that much of a chore. You'd better just consider it part of your job, and don't worry about it."

After reading this case, do you think Joanne was justified in her complaint about doing clerical work? If she charged the company with discrimination, would the EEOC support her claim? See the comment at the end of this section for the opinion of others about this case.

4. YOUTH MUST BE SERVED

When Joe Clevers, supervisor of the stock record department in a small brokerage house, arrived at his office Thursday morning, he found Edith Potick waiting for him.

"Morning, Edith," Joe said. "you're here early today."

"I wanted to talk to you, Joe. Have you got a minute?"

"Sure," Joe said. "What's on your mind?"

"It's about Alex Williams, Joe. I understand he's slated for a promotion to assistant supervisor."

Joe nodded. "That's right, Edith. I wasn't planning to announce it until Monday, and I was going to tell you about it first. I guess I should have known that the grapevine would beat me to it."

"Well, what were you goint to tell me?"

"About Williams' promotion," Joe said. "The company's been growing, and our department has been getting a heavier workload. It's reached the point where I really need an assistant to help me keep track of things."

"What about me?" Edith said. "I'm the senior person here; I should think that I'd be in line for a promotion, if anyone was. How come you didn't think of me for the job?"

"I did think of you, Edith. I thought of everyone in the department. Alex just seemed to be the best man for the job. I mean, you're one of our most valuable people--you know that. You've been around a long time, and you know the job inside out. But Alex is a bright fellow, and I think he'll handle the job best, that's all."

"What do you mean, that's all?" she asked. "I could handle the job just as well--maybe better. And I've been a clerk here longer than he has."

"Yes, you have. But promotions aren't determined by seniority. Look, Edith, I know you could handle the job. I'm going to level with you. You're eligible for early retirement before too long. If I promoted you now, I'd have to go through the business of reorganizing and restructuring all over again in a couple of years. Alex is only 35; he'll be around for a long time, so everything won't have to be disrupted again after we've got it running smoothly. If you were ten years younger, you'd probably get the job. But as it is, I think you can see that my best bet is to go with a younger man now. I mean, it makes sense from the company's point of view, and that's what I have to base my actions on."

"What you mean," Edith said, "is that I'm being penalized because I've been a loyal employee for a long time."

"No, that's not it at all," Joe said. "Look--the money involved isn't all that much more. You have a good position, you like your work, you have security--why should you want to tackle a new job? I think this is going to be best for everybody concerned."

Edith stood up to leave. "Well, Joe," she said, "it may be best for you and for Williams, but it sure isn't best for me."

After reading this case, do you believe Joe Clevers, the supervisor, made the correct decision in choosing to promote the young man, Alex, over Edith, who has been with the company for many years? Do you think Edith's age was a factor in not getting the promotion? See the comment at the end of this section for an expert opinion.

5. RIGHT JOB, WRONG SEX

Mr. Adams' (the school district personnel director) secretary informed him that Donald Manning was on the telephone. He paused a moment and picked up the phone.

"Hello, Mr. Manning. I've been meaning to call you this morning, but one thing after another has delayed me," he said apologetically.

"I know that I may be overstepping my bounds, but I called to find out what the screening committee's decision was on hiring me," Donald asked.

"I'm afraid I don't have good news for you, Mr. Manning," responded Mr. Adams.

"Really," Donald said with disappointment, "I felt that my interviews went very well with members of the screening committee. They were all impressed with my credentials and experience."

"They were. You were one of the best qualified of all the teachers who applied for the job," Mr. Adams said, trying to comfort Donald Manning.

"If that were the case, why wasn't I the one you hired?"

Mr. Adams drew in his breath. "Well, to be frank about it, Don, after all the final candidates had been interviewed and their qualifications checked, the committee had to do some real soul-searching." Mr. Adams' voice was friendly and sincere. "We discussed the fact that the teaching position for the child development class that you were applying for would be filled almost entirely with female students."

"So?" Donald asked.

"So, we thought that the situation might be awkward for you and the students," said Mr. Adams quickly.

"I don't understand," said Donald.

"Well, there are a lot of situations in a class like child development when student questions can get very personal or delicate, if you know what I mean."

"I don't know what you mean." Donald's voice was strained.

"I mean that we just thought that a woman teacher would be more comfortable for everyone concerned. The students, their parents, and the small children who will be in the child-care nursery," said Mr. Adams.

"I'm afraid I don't agree," responded Donald.

"I wouldn't expect you to, as a rejected applicant, but I assure you we had everyone's best interest at heart when we made the decision."

"That remains to be seen," said Donald Manning as he hung up the receiver.

After reading this case, do you believe the screening committee made the correct decision not to hire Mr. Manning, even though he was qualified, because most of the students in the child development class would be female? Considering the circumstances, do you think that not hiring Mr. Manning violates any sex equity laws? See the comment at the end of this section for the opinion of others about this case.

COMMENTS ON THE CASE STUDIES

1. THE FIRST TO GO

The EEOC is likely to agree with Edna. It is unlawful for an employer to lay off a woman while keeping a man with less seniority. In this case, Edna is being terminated because she is a woman, and the company is guilty of discriminating on the basis of sex.

2. WHO'S TAKING CARE OF THE KIDS?

If Mrs. Matthews doesn't get this job, she may very well bring a charge of discrimination against the company--and she is likely to be upheld. The EEOC has ruled that asking a woman applicant about child-care problems, when the same question isn't asked of male applicants, is a violation of Title VII of the Civil Rights Act.

3. WOMAN'S WORK

A charge of discrimination brought by a woman in this situation was upheld by the EEOC. The Commission pointed out that "Equal employment opportunity requires that an employer judge employees on the basis of individual merit, not under stereotyped concepts of 'female' jobs."

4. YOUTH MUST BE SERVED

Refusal to promote Edith because of her age could bring a charge of discrimination against the company under legal provisions which state that it is unlawful "to fail or refuse to hire or to discharge any individual or otherwise discriminate against any individual with respect to compensation, terms, conditions, or privileges of employment, because of such individual's age."

5. RIGHT JOB, WRONG SEX

Refusing employment to a qualified person on the basis of sex, or the predominant sex of the students taught, is a violation of the Title IX provisions of the Education Amendments of 1972.

SOURCE: Choices and Challenges: A Student Guidebook About Nontraditional Career Opportunities. Los Altos, California: Carvel Education Management Planning, Inc., 1979.

The first four case studies were adapted from The Supervisor's Handbook, A Guide to Federal Antidiscrimination Laws and Regulations. N.Y.: Executive Enterprises Publications Co., Inc.

For use with:
Students

ACTIVITY 4: REPORT ON CAREER DAY AT THE MARSHALL MIDDLE SCHOOL

(Submitted by Anthony Russo, OPTION Staff Member and Counselor at the Marshall Middle School)

Career Days have become a common event in the high schools and have been useful in helping the students to understand the world of work better. However, it has been discovered that eighth grade students are being asked to make critical decisions about their futures as they leave the middle school and go on to high school. Many schools have begun to develop a career education program in the middle schools. Career days have been successful at this level.

A Career Day was held for eighth graders at the Marshall Middle School in Billerica, MA, November 9, 1978. The purpose of the program was to expose the students to as many careers as possible and to get them to think about a career in nontraditional ways. They were shown by meeting a variety of professionals, including; lawyers, doctors, and news reporters, that a person can pursue a career regardless of the fact that one is a man or a woman. Women, as well as men, are taking careers that, in the past, have been traditionally reserved for only one of the sexes.

Preliminary Activities

A good Career Day requires a great deal of advanced planning. All sorts of details must be worked out so that the day runs smoothly. I found that ironing out the small problems early eliminated them on the day the event was to take place.

The first step was to send a letter home to all the parents in September announcing what was going to happen and to ask them if they would like to take part in the program. Then we began to contact people who had been involved in other career days in Billerica and nearby towns. Forms were sent to these people and they were contacted by phone to see if they would consider being involved with the career day. I received no feedback from the parents in the community as a result of the mailing. The most response was from individuals that we contacted by phone. When we completed the list of people who were going to take part in the program, forms were sent out explaining the detailed plan of the day and directions to the school. Speakers were given a list of topics to include in their presentation, including:

- Job description
- Preparation necessary
- Personality characteristics necessary
- Skills or functions
- Possible demonstration
- Availability of openings
- Salary range
- Advancement possibilities
- Attitudes about job
- Stereotypical notions about this occupation
- Advantages and disadvantages
- Moral and ethical questions
- Other occupations you rely upon

The confirmation of speakers took several weeks, but by mid-October we had enough people to actually begin to schedule the day.

Scheduling

After the list had been completed, the next step was to schedule the eighth grade students for the careers of their choice. A form was made and filled out during homeroom period. The students selected three careers that they were interested in. All the forms were collected and the Guidance Department began to schedule the students to the careers they had chosen. Students were given their first choices and then given careers that they knew nothing about. This part of the program took a great deal of time, but it was necessary because it helped to make the events run smoothly.

When the scheduling was completed and we were certain about who was coming, telephone calls were made to the people who were going to attend the career day. This was done a few days before the event to make sure they were still coming.

Student Preparation and Participation

The program was explained to the students during homeroom several days before it was to take place. Therefore, it would be clear as to what would be happening. Signs were made by the Art Department and placed outside the classrooms where each of the lectures would take place. The seventh grade Student Council members helped to put up the signs and acted as tour guides and assistants to the visitors while they were there.

Program and Presentation

People began arriving around eight o'clock in the Guidance Office. They were assigned a room and a student guide to assist them if they needed any help. While the speakers were arriving, the teachers handed out the schedule to each of the students.

At 8:30 p.m., the students filed into the auditorium to listen to guest speakers. I made some opening remarks about the program and what would be taking place. Ms. Maureen Lynch, Project OPTION Director, then spoke to the students about new and emerging careers, increasing opportunities, and the importance of careful career decision-making and life planning. The keynote speaker, Mr. David Nutall, Asst. Superintendent, Billerica Public Schools, told the students about how they should use the information that they were receiving that day to make career choices in the future.

The students were then sent to their first lecture. At the end of the first half hour, each student filled out an evaluation form. They then moved on to the second lecture. The day terminated after the last lecture with the students going to class and the speakers coming to the Guidance Office for coffee and donuts.

Evaluation

The program ran very smoothly and everyone seemed to enjoy what was going on. One of the major reasons the program went so well was the scheduling that was done beforehand. Students knew exactly where they were to go and the program ran without any problem. One of the things I would do differently is to add more guest speakers.

Two of the speakers did not show up, but one of the parents who was contacted filled in very nicely. One suggestion that I would make would be to have backup speakers so that if someone didn't show up, their spot could be filled.

As I look back, I feel strongly that Career Days are worth the effort. They really help the students understand the world of work better.

SOURCE: Lynch, Maureen. Project OPTION. Billerica, Massachusetts: Shawsheen Valley Regional Vocational Technical High School, 1979.

For use with:
Students

ACTIVITY 5: COMMENTS ON CAREER NIGHT AT THE FRANCIS WYMAN MIDDLE SCHOOL

(Submitted by Michael R. Phelan, Project OPTION Staff Member and Math Teacher at the Frances Wyman Middle School)

The program ran on November 8, 1978 from 7:00 to 9:00 p.m. The response from students was excellent with more than 200 seventh and eighth graders signing up and 95 percent of them showing up that evening. Most students were accompanied by one or both parents.

The entire night ran very smoothly and all speakers and students had an excellent and informative time. The highlight of the evening was a 45 minute talk by WBZ sports announcer, Jimmy Myers who delighted all who listened.

A review of the evaluation forms showed that both parents and students were very impressed with the night's activities. Suggestions for contacting speakers, scheduling and evaluation are included here:

Contacting Speakers

The most time-consuming part of the project will be deciding on career areas and contacting qualified speakers. A man and woman should be solicited to speak together in every career area.

- Six months before: Research current labor statistics for job openings and employment outlook in your local area and the country at large.
- Ten weeks in advance: Decide what fields would be of most interest to students at your school. Tie in with jobs in demand.
- Eight weeks in advance: Get commitments from qualified speakers (2) in each area.
- Four weeks in advance: Send speakers all necessary information (directions, time schedules, workshop outlines, room numbers, etc.)
- One week in advance: Reconfirm date wtih all speakers.
- Half-hour before activities begin: Have all speakers on location.
- The following day: Send thank-you letters to all speakers.

Topic Scheduling

Time spent in this area will have much to do with the success or failure of your career night or day. A general process is listed below:

- Ten weeks in advance: Choose date and time
- Four weeks in advance: Assign each speaker a location
- Four weeks in advance: Career choice list should be given to all students and collected within three days.

- Three weeks in advance: Schedule each speaker for half-hour time blocks.

- One week in advance: Each student should be given a copy of their schedule and a duplicate should be kept on file.

- Half-hour before activities start: All speakers should be checked in.

- Upon arrival: All students should be checked to make sure they have a copy of their schedule with them.

Guest Speaker

In order to raise the level of interest and attendance it may be beneficial to invite some type of guest speaker. Suggestions include:

- Someone who is a public figure and well-known, (T.V., Sports, Politics, etc.)

- Have guest speaker at the end of the program to encourage participants to stay.

Evaluation

A tool is needed to measure the success of the activity, therefore, some type of evaluation form should be given out to students and parents.

SOURCE: Lynch, Maureen. Project OPTION. Billerica, Massachusetts: Shawsheen Valley Regional Vocational Technical High School, 1979.

For use with:
Students

ACTIVITY 6: OVERVIEW OF PROJECT OPTION ACTIVITIES AT THE FRANCIS WYMAN MIDDLE SCHOOL

OPTION (Opening People to Increasing Opportunities Now) is a program funded by the Massachusetts Department of Occupational Education which has the objectives of reducing sex bias and promoting career awareness especially in the area of nontraditional job roles. The people specifically targeted in the project were the 7th and 8th graders of two middle schools in two different small suburban towns. There were part-time persons involved in carrying out this particular phase of Project OPTION, and we wanted to make career awareness as real as possible for the students. For this reason, we divided our project into major portions: (1) classroom awareness, (2) career night, (3) a day on the job.

Part I: Classroom Awareness

In order to minimize sex bias you first have to make sure that your students know what it is. We made up a list of thirty occupations and asked students to check those which could be done only by men, only by women, and which could be done by both men and women. All of the occupations listed could be filled by both male and female workers. The next step was to ask students to tell us why they checked some occupations as "male only," or "female only" and to explain why they had done that. By pointing out the wide variety of abilities common to both sexes, it was possible to see that, given the appropriate training and motivation, women could perform the same jobs as men. This exercise required one class period of approximately 45 minutes.

The next exercise in classroom awareness was to look at the ways in which women are stereotyped in the television advertising media. We put together a four-page booklet with cartoon illustrations which explained what we mean by stereotyping and described how women are pictured in T.V. ads as being not too bright, never being the voice of authority, and usually never having anything important to do. This was followed by a ten minute video-tape of some of the worst stereotypical commercials on T.V. After viewing the tape, students were given a question sheet and asked: Did any of the women shown seem to have important jobs? Who always knew more about the product, a man or a woman? Are these women like any you know in real life? Which person in the ads did you respect, the man or the woman? What are your personal feelings about the women you saw in the T.V. ads? The students were then asked to share their answers and comments with the class. This exercise was also done in one class period.

The last exercise was, "What's My Line?" This was done with three classes together in the cafeteria. We invited a lawyer who is a woman, a cosmetologist who is a man, and a dentist who is a woman as our guests. The students had to ask questions of the guests to determine their occupations. After guessing correctly students were invited to ask questions of the guests about their education, training, and experiences.

Part II: Career Night

The preparations for Career Night, which was held in the late fall, were begun in the summer. From the Shawsheen Tech Placement Counselor we were given a list of industries which had affirmative action policies and/or which had been cooperative in dealing with education in the past. A letter was sent to the president of each company explaining the objectives of Project OPTION, and the fact that we were planning a Career Night. The letters were followed up by phone calls a week or two later. Of the twenty companies originally contacted about ten responded positively. There were many delays experienced with personnel on vacation, and executives passing on the responsibility to lower executives, etc. However, there did seem to be more definite results obtained when the chief executive of a company backed the project and directed subordinates to carry it out.

In October we also sent letters to parents via the children asking them if they would like to speak on behalf of their company or occupation at Career Night. We had about five parents who volunteered. Additionally, the teachers on Project OPTION contacted friends who were involved in interesting or unusual occupations to be speakers. By the first of November we had thirty speakers lined up for Career Night. We included many nontraditional job categories and included minority professionals. Two weeks before we sent letters home to parents inviting them to attend the event with their children. We listed the various occupations represented and asked students to list their first, second, and third choices for nontraditional job occupation. For example, a boy whose third choice might have been the building trades was placed in the health care field.

Each session was thirty minutes long and each student heard three speakers. The speakers were specifically asked to bring with them the "tools" of the trade and any visuals that would make their occupation more of a reality to middle school students. As a drawing card to encourage students and parents to attend, we contacted a local T.V. station and asked a prominent sportscaster to be our special guest. He agreed to attend and talked about his experiences and shared anecdotes about the broadcasting field at an assembly which ended the program. The Career Night was very well attended and most students arrived with one or both parents.

Part III: A Day on the Job

The students had been told previously that only those who attended Career Night would be eligible to be chosen to participate in the next phase of the program which would be to spend a day on the job. We had long before questioned the validity of field trips where large numbers of students walked rapidly through industries and saw only the most eye-catching aspects of the world of work. What we were looking for was a more intense experience where there could be exchange of attitudes and information between students and worker. Our goal was to place twenty students from each school in a job situation for one entire school day roughly from 8:30 a.m. to 2:30 p.m. To arrange this we again contacted those companies and individuals with whom we worked to set up Career Nght. We told them in a letter, followed by a phone call, what we wanted to do and asked if they would cooperate. What we had in mind was for each company to assign two employees, one to a male, and one to a female student and allow the students to shadow the person on the job for the day. We assured the companies involved that students would be selected for their overall maturity and good conduct and for having expressed an interest in the company and its products. They were sent in advance copies of parental permission slips and liability disclaimer and copies of an interview sheet that each student would do with the assigned worker. In addition, each student was given an evaluation form to be completed at the end of the visit to be used as a guide in explaining to their classmates what a day on the job was really like. (attached)

Each company, we found, handled the visit differently. Some went out of their way to have special exhibits and materials set up; some assigned them to one worker--others had them go to three or four departments during the day. One company put them on an assembly line for the morning and taught them to solder and then assigned them to a supervisor and fianlly a company executive. At a major health care facility they were taken through each phase of the testing and laboratory facilities. We also had the cooperation of the local police, fire, and D.P.W. who took students for the day. For the most part, the students were responsible for providing their own transportation. In one instance, the School Department did end up sending the students to the work site in a cab.

Originally, we had thought that all the students should go out on the same day. It didn't quite work out that way because we had to send them when the companies could take them. It really is too confusing to coordinate all the work site visits on one day. We found Thursday and Friday of two consecutive weeks the best way to divide up the group.

The students were most impressed, they said, by how nice everyone was to them, and how much time people spent with them explaining everything. They greatly appreciated the fact that the companies really and truly let them do things!

STUDENT OBSERVATIONS DURING THE TRIP

The purpose of this trip is to help you learn as much as possible about the jobs that you are going to see and hear about. Therefore, we suggest that you notice the surroundings, ask questions, and take notes.

1. List as many jobs as you can see that seem to be going on at this job site.

2. Describe the people you see (sex, age, dress, etc.)

3. Describe one place or job here that you think might be fun or interesting to do and explain why.

4. What kind of working environment do you see here? Would it be pleasant to work here? Describe your impressions.

5. Do you see anything that you would not have expected to find here?

6. What did you like best about your visit here?

7. What did you like least about your visit here?

8. How much knowledge have you gained about this career area?

9. How much progress have you made in developing your ability to make a wise career choice?

10. Other comments? Suggestions?

SOURCE: Project WITS (Work in Technology and Science), at the Massachusetts Institute of Technology.

Involving Voc-Tech Students in the Recruitment Effort

Middle school students are more apt to listen to a high school student talk about his or her school than they are to listen to an adult. Boys in traditionally female shops and girls in traditionally male shops can serve as effective role models. Shawsheen has used this strategy in their recruitment efforts. Voc-Tech students are involved in the following ways:

SMALL GROUP DISCUSSION LEADERS

After a brief session with a Shawsheen counselor (see Phase II format attached) students in nontraditional shops representing the eight clusters are scheduled to speak with all middle school students in a small group format. A prep session with small group leaders is important prior to the middle school meetings to review expectations (see Phase II guidelines attached). These small group meetings are held one to two weeks after the general, Phase I, Shawsheen Tech recruitment presentation which involves a counselor showing the slide presentation to all 8th graders in all district middle/junior high schools. The small group format gives middle school students a chance to get more information about specific shop programs first-hand from students in the program. A relaxed open discussion is encouraged.

TOURS OF SHAWSHEEN TECH

All students planning to apply to Shawsheen Tech are scheduled to give a brief talk to small groups as they rotate through the shop.

OPEN HOUSE FOR PARENTS

Besides having students as tour guides and shop presenters, special programs can be arranged for parents during the annual open house. OPTION presented a panel discussion on nontraditional careers.

SOURCE: Lynch, Maureen. Project OPTION. Billerica, Massachusetts: Shawsheen Valley Regional Vocational Technical High School, 1979.

For use with:
Students

ACTIVITY 7: FORMAT FOR PHASE II OF THE RECRUITMENT PROCESS (SMALL GROUP DISCUSSIONS WITH SHAWSHEEN STUDENTS)

Shawsheen Counselor's Presentation:

1. Overview of the application process
2. Explanation of applicant form (use of transparencies on an overhead is helpful)
3. Describe each shop briefly
4. Dates of further admissions events
5. Explain small group format to follow

Divide 8th Graders into Small Groups with Shawsheen Students Leading Each Group:

1. General questions about Shawsheen, i.e. schedules, courses, activities, etc.
2. Specific information on shops
   --one Shawsheen student from each cluster will be present
   --Shawsheen students will rotate so that each group will hear about each cluster, i.e. eight (8) small groups
3. Stress that all shops are open to boys and girls

Wrap-Up--Additional Questions & Answers

Mention support group for those who wish to enter nontraditional shop areas.

GUIDELINES FOR SHAWSHEEN STUDENTS SERVING AS SMALL GROUP LEADERS DURING PHASE II OF RECRUITMENT PROCESS

Be prepared to answer the following questions and lead discussion on:

. General Information:

How is the school run, i.e. classes and shop, alternate weeks, no studies, length of school day, etc.
Can you pick your academic classes (electives)?
How do you get into certain shops?
Can you explain the exploratory process?
Do you have band, chorus, athletics, clubs, etc?
What kind of discipline is there?
What is the Phys. Ed. program like?
Do you have to take pool?
What is the school lunch like?
Can you go to college after Shawsheen?

. Cluster and Shop Information

Trying hard in exploratory is very important.
Describe a typical day in shop.
Describe sample projects you do.
Describe the cluster and each shop in it briefly.

Emphasize there is no such things as "boys" or "girls" shops.
What skills are necessary to do well in each shop?
Mention possible jobs in each area.
Tell them where they can get more information on this field.

SOURCE: Lynch, Maureen. Project OPTION. Billerica, Massachusetts: Shawsheen Valley Regional Vocational Technical High School, 1979.

For use with:
Parents
Students

ACTIVITY 8: INVOLVING PARENTS

Parents play a crucial role in the career decisions made by their sons and daughters. It is important for schools to reach out and involve parents in career education activities. In addition, since attitudes toward roles appropriate for men and women are also strongly influenced by what young people see at home, parents should examine the model they themselves are presenting. Parents need to be sensitized to the negative consequences of narrow stereotyping. They need to be encouraged to help their sons and daughters consider all career options open to them. Young people need parental support in their vocational preparation particularly in nontraditional endeavors.

The decision to attend the regional vocational school, a private high school or the town comprehensive high school is often the subject of family discussion. The middle schools send communications home to inform parents of the different high school options available. Similarly, the Shawsheen Tech applications and shop choices are sent home for parental signature.

Project OPTION sought to involve parents in several ways, including:

OPTION Regional Collaborative

Parents were invited to serve on the regional collaborative in order to advise OPTION staff on the needs of parents and students. Several parents were quite active in the collaborative and volunteered many hours evaluating materials in the OPTION Resource Center.

Career Expos

Parents were contacted to volunteer as speakers for the career expos held at the pilot middle schools. They were also invited to attend the expo with their son or daughter. Burlington chose to hold their career expo at night so that parents would be able to attend. Over three hundred students and their parents did attend that career night.

Attitude Survey

Parents of eighth grade students in the middle schools were asked to fill out the Attitude Toward Sex Roles Survey. Letters from the principals were sent home explaining Project OPTION and the purpose of the survey. Responses were received from a total of 375 parents from the two pilot towns.

Open House at Shawsheen

Each year at Shawsheen Tech parents of eighth grade applicants are invited to a Parent's Night. The purpose of the evening is to give parents the opportunity to tour the school and talk to some of the instructors so they can better advise their youngsters on shop selection, etc.

In the spirit of compliance with Title IX and Chapter 622, the Guidance Department at Shawsheen has tried to approach parents regarding equal vocational opportunities for both girls and boys. Two years ago the Placement Counselor spoke to the parents about expanding opportunities in the labor force for women and minorities. Last year the Title IX Coordinator spoke to the parents about Title IX and Chapter 622 and equal vocational choices. She encouraged parents to help their sons and daughters see themselves as unique individuals capable of succeeding in many different careers. This year Project OPTION put on a special workshop for parents highlighting Shawsheen students who are in nontraditional shops.

The program was designed to give parents and students a chance to talk to Shawsheen students directly about their reasons for a nontraditional course of study. The agenda was as follows:

- Opening remarks--Welcome
- Panel discussion with Shawsheen students in nontraditional shops.
- Question and answer session.
- Tours of shops.

Students in the counseling support group helped plan the program. Volunteers were solicited for the panel discussions, and sample interview questions were discussed at group sessions and included:

- Why did you pick the shop you are in?
- How do the other students treat you?
- How do your parents feel about it?
- Do you like it? Why/why not?
- Do you think there is a future in it?
- How do your friends feel about it?
- How do your teachers feel about you being in their shops?
- Was there anybody who influenced you in your decision to pick that shop?
- Do you feel you are being treated equally?
- What are the advantages/disadvantages of being in that shop?
- Do you like the work involved?
- Do you feel as though you are a minority in your shop?
- Do you feel as though you are less of a boy/girl because you are in an all boys'/girls' shop?

The resulting videotape, Dare to be Different, is available for loan through the OPTION Resource Center at Shawsheen Tech.

Prior to the evening, middle school counselors were asked to send lists of applicants interested in nontraditional shops. Letters were sent home to parents inviting them to the workshop. Some middle schools sent the letter to all parents of Shawsheen applicants. In addition, a notice was put in local newspapers.

About 300 parents attended the general parents' night. Many stopped in on the workshop for a few minutes as they passed by the library. Some parents and students talked informally with Shawsheen students and together toured the shops. Those who came said they were glad to have a chance to talk to the students. It helped to ease the fears of an eighth grade girl interested in Plumbing and one in Small Engines. That was our plan.

If such an activity were to be put on at a future date, we would suggest:

- Send a letter home to all applicants and parents inviting them personally.
- Increase time for general discussion.
- Include parents of Shawsheen students in the panel.
- Involve shop teachers.
- Brainstorm with participants for future awareness activities, including working with ninth graders in shop exploratories.
- Ten-minute presentation on new career options in light of technological advancement.
- Slides showing students at work in nontraditional shops.
- Sex bias awareness workshop for parents.
- Posters showing students in nontraditional shops.
- Display of sex-fair teaching materials.
- Student guides from nontraditional shops to talk with parents informally as they tour the school.

Newspaper Announcements

All project OPTION activities were written up in local papers. Parents were encouraged to attend all activities.

SOURCE: Lynch, Maureen. Project OPTION. Billerica, Massachusetts: Shawsheen Valley Regional Vocational Technical High School, 1979.

For use with:
Employers
Community

ACTIVITY 9: INVOLVING EMPLOYERS AND COMMUNITY GROUPS

Every effort should be made to involve business, labor, and community groups in any project relating to sex bias and career awareness. Project OPTION used three strategies for this purpose:

- . The Regional Collaborative
- . Speakers for Career Day/Night
- . Placements for the Career-for-a-Day Program

In soliciting people for the Regional Collaborative we found that more educators than industry representatives were volunteering. The breakdown was as follows: Educators (25), Students (9), Parents (4), Business and Industry (5), for a total of 43 members. In contacting businesses and industries in the area, we found that they were interested in assisting us in more specific ways. We, therefore, approached them for speakers for the Career Expos and for placement sites for students in the Career-for-a-Day Program.

An excellent example of how community resources can be made available to schools is the New Horizons project directed by Richard Breen, one of the OPTION Regional Collaborative members. Operating out of the Northern Middlesex Chamber of Commerce* under a grant from the State Employment and Training Council of the Department of Manpower Development, the New Horizons staff took a survey of the businesses in the greater Lowell area asking them what kind of resources they could make available to schools that would enhance students' career awareness and experiences. The result is a complete handbook listing these industry resources, including work-study placements, tours, films, internships, on-the-job training, etc. Teacher training workshops designed to help schools utilize such resources will be conducted during the coming school year (1979-80).

SOURCE: Lynch, Maureen. Project OPTION. Billerica, Massachusetts: Shawsheen Valley Regional Vocational Technical High School, 1979.

*(144 Merrimack Street, Suite 301, Lowell, MA 01852)

For use with:
Parents
Students

ACTIVITY 10: EXPANDING PARENT ROLES

Objectives:

1. Members will learn more about how family roles are changing.
2. Members will increase their ability to express and clarify ideas and opinions.

Materials: Newsprint and felt marker for each small group.

Time: 30-45 minutes.

Number of Participants: 6-20.

Directions:

1. Break the large group into smaller groups of 4-5. Each small group is then given a sheet of newsprint and a felt marker.
2. Read the following directions to the groups:
    a) Use the felt marker to divide the newsprint into three columns.
    b) In the first column, list all the things only a mother can do for a child (male or female) under the age of six.
    c) In the second column, list all the thing[illegible]r can do for a child (male or female) under [illegible] six.
3. After they have completed the first two columns, g[illegible] following directions:
    a) In the third column, list all the things a parent [illegible] an expanded role can do for a child (male or female) under the age of six.
    b) Ask each group to choose someone who will explain at the end of the activity how and why the group put certain things in certain lists.
4. When the lists have been developed (or after about 15-20 minutes) ask the small groups to come together into a large group and display each of the sheets of newsprint in front of the group.
5. Ask the members to look at the lists. Ask the group the following questions and help lead the discussion:
    a) Which list is the shortest? Why?

b) Which list is the longest? Why?

c) What types of things can only a mother do for a child?

d) What types of things can only a father do for a child?

e) What types of things can a parent in an expanded role do for a child?

f) Usually the mother has been responsible for the children in the family and the father has been responsible for earning money. Give some reasons why this has been so.

g) Should the role of child care be expanded so that both parents share various responsibilities? Why or why not?

6. Lead the group in discussion with these questions as guidelines:

   a) How are the usual images of mothers and fathers changing?

   b) How can parents gain by taking on expanding roles?

   c) How can the child gain by having parents in expanded roles?

   d) How do you see your role as a future parent?

SOURCE: "Expanding Role Activity Kit" Project MOVE, Utica, New York: SUNY College of Technology

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*Adapted from "41 Ways to Teach About Sex Role Stereotyping", Gough, Pauline B., Learning, January 1977.

For use with:
Students
Faculty
Parents
Community

ACTIVITY 11: REALITY IN ADVERTISEMENT

Objectives:

1. Members will learn more about how work and family roles and responsibilities are changing.
2. Members will point out sex discrimination, sex stereotyping, and sex-biased ideas in themselves and others.
3. Members will gain experience in a different technique for group involvement.

Materials: Magazine advertisements chosen either by members or leader.

Written descriptions of chosen television advertisements.

Blackboard and chalk or newsprint and felt markers.

NOTE: THE LEADER CAN CHOOSE TO FOCUS ONLY ON MAGAZINE ADVERTISEMENTS OR ONLY ON TELEVISION COMMERCIALS.

Time: 20-25 minutes. (Additional time outside of class is needed to find advertisements and write descriptions of commercials before doing this activity.)

Number of Participants: 6-25.

Preparation:

1. Ask the group to cut out many different types of magazine advertisements. (The leader can do this without group help.)
2. Ask group members to choose several television commercials and then write descriptions of what takes place during the commercials. Both the advertisements and the commercials should show males and females in stereotyped roles, promenting and selling products.
3. The leader should copy the chart below onto a blackboard or newsprint.

Stupid
M ________ F

Brainy
M ________ F

Helpless
M ________ F

Capable
M ________ F

Dependent	Independent
M ____ F	M ____ F
Not caring	Caring
M ____ F	M ____ F
Weak	Strong
M ____ F	M ____ F

Directions:

1. Before starting the activity, display the advertisements and the written descriptions of the television commercials on bulletin boards or on the room's walls. The leader should lead the whole group through the following steps.

2. Ask the group to carefully look at the materials displayed around the room.

3. Refer to the list of characteristics and traits on the chart you have displayed or written on the blackboard, and ask the members to write down which characteristic or trait in each pair best describes how men in general were shown in the ads.

4. Repeat #3 to determine how women were presented in the ads.

5. Ask group members to raise hands to show which characteristic or trait they chose for men in each pair. (For example, "How many thought men were shown to be independent?" followed by "How many thought men were shown to be dependent?") Record the number of "votes" on the chart written on the board or newsprint.

6. Repeat #5 to determine how women were presented in the ads.

7. Using the following questions, lead the group in a discussion of the activity.

   a) The five pairs of characteristics and traits can be used as a guideline. Do you find differences in the way men and women are shown in the ads? If so, what are the differences?

   b) Do these ads and commercials show men and women as they really are? If not, why?

   c) Choose one ad and ask the group to tell how an adult in real life would act in a similar situation.

   d) Why do advertisers use stereotypes to sell products?

e) If you were to help an advertiser in writing a commercial or ad, how would you show men and women without using stereotypes or bias?

SOURCE: "Expanding Role Activity Kit" Project MOVE, Utica, New York: SUNY College of Technology

For use with:
Students
Community

ACTIVITY 12: THE REAL WORLD

Objectives:

1. Members will learn more about men and women in the community who work in jobs usually held by members of the opposite sex.
2. Members will learn more about people in leadership roles not usually thought of as ones for both sexes.
3. Members will participate in group problem solving.

Materials: Blackboard, chalk, large paper, marker, paper and pencil, camera (optional).

Time: The length of time allowed to do this activity will depend on how often the group meets and how the community reacts. The activity should be done between meetings, allowing at least two weeks and possibly up to eight weeks.

The initial brainstorming and small group work will take 15-30 minutes.

Number of Participants: 4-30

Directions:

1. Group members will brainstorm to make a list of jobs which are filled by community members who are of a different sex from the people who usually work in those jobs. (For example: male kindergarten teacher, female telephone repair worker, etc.)
2. After the brainstorming, break the group into smaller groups of 2 or 3.
3. Ask each small group to choose two workers it wants to watch. (If possible, each group should watch different workers.)
4. Ask each small group to decide when and how it will watch the two workers it has chosen.
5. Ask members to find out the following information from each worker watched by a group:

   a) sex

   b) age range: 16-20, 21-35, 36-50, over 50

   c) job

*This activity may also be done as an individual project by a group member.

   d) What problems, if any, did the workers face when applying for their jobs?

   e) Do they feel they have been treated differently by their employers because of their sex? By their co-workers?

   f) Who cares for the children in the family (if there are children)?

6. Ask the small groups to share this information with the larger group after all the small groups have collected their information.

7. After all groups have observed two workers and have collected information, bring the small groups together to form one large group.

   a) Ask group members to share their findings. Both the good and bad parts of the jobs should be told.

   b) What work opportunities do the members see themselves choosing when they are older? Would anyone want to work in one of the jobs watched by the group?

   c) Has this experience encouraged group members to think about changing some part of their career goals? If so, why? If not, why not?

   d) Ask the members to complete the following statement either out loud or in writing: "What I learned from this activity is . . . ."

SOURCE: "Expanding Role Activity Kit", Project MOVE, Utica, New York: SUNY College of Technology

For use with:
Students

ACTIVITY 13: IT'S YOUR CHOICE

Objectives:

1. Members will learn more about how work and family roles are changing.
2. Members will increase their ability to express and clarify ideas and opinions.

Materials: Magazine pictures of people in various jobs and family roles (see below), small pieces of paper and pencils.

Time: 15-25 minutes.

Number of Participants: 5-20.

Preparation:

1. Before the activity, find a variety of pictures of individuals in as many different jobs and family roles as possible (for example: mother, father, plumber, teacher, engineer). Each picture should be labeled (for example: electrician, doctor, secretary, father) and numbered (1, 2, 3, 4, . . .).
2. Display the labeled and numbered pictures on a table where the members can view them.

Directions:

1. The leader should ask each member of the group to look at the pictures and pick out the ones that come closest to showing what each member wants to be doing 10 years from now.
2. Explain that a person may plan on doing more than one thing. (For example: A man may plan to be both a father and an electrician. A woman may plan to be both a mother and a doctor.)
3. Ask members to write down the numbers of the pictures selected.
4. After everyone has chosen pictures and written down his or her numbers, ask each member in the group to share his or her reasons for the choices made.
5. Discuss the following questions with the group:
    a) In your life, who has influenced you in choosing a a career?
    b) Were the people who influenced you working in usual or unusual roles for people of their sex?
    c) Have you thought about whether you want a family? Why or why not?

d) Who has influenced your decision to have (or not to have)children? How have they influenced you?

e) If you have a family, would you also like to have a career? Why or why not?

f) How many males said they want a career and a family? How many females said they want a career and a family? Is there a difference in the number of males and females wanting both a career and family? If so, why?

g) Which jobs did the males choose? Why?

h) Which jobs did the females choose? Why?

i) Is there any difference in the types of jobs chosen by the two sexes? Why might the difference exist?

j) How has your youth organization influenced your job choice?

SOURCE: "Expanding Role Activity Kit" Project MOVE, Utica, New York: SUNY College of Technology

For use with:
Students
Faculty

ACTIVITY SHEET 1: SELF AWARENESS, PERSONAL INTERESTS

Below is an alphabetical list of 20 selected interests. The list is not scientific nor complete, but your task is to read the entire list and select the five most important ones to YOU. After selecting, place them in rank order of importance to you--place a "1" next to the one which you believe is most important, a "2" next to the second most important, and so on. Feel free to change your mind.

_____ Contentment (a sense of inner peace, harmony, well-being, and satisfaction with yourself and life in general)

_____ Comfortable life (enjoyment of the good things in life, a relaxed and unhassled life style)

_____ Economic security (freedom from financial worries)

_____ Education (continuous learning and personal growth)

_____ Equality (opportunity to try or do whatever you want)

_____ Excitement (involvement in stimulating, fast-paced or even dangerous activities)

_____ Friendship (warm and caring relationships with others)

_____ Health (freedom from illness or physical impairments that prevent you from full enjoyment of life)

_____ Independence (freedom to make your own decisions and choices without getting anyone else's permission)

_____ Leisure (time to do things you want, time for personal interests)

_____ Mature love (physical and emotional intimacy)

_____ Mobility (ability to travel, move to or from city or rural environment, see the world)

_____ Personal appearance (nice clothes, good grooming)

_____ Personal distinction (being well known, admired or influential)

_____ Personal security (freedom from physical harm)

_____ Self-respect (being satisfied with yourself and what you stand for)

_____ Sense of achievement (feeling you have accomplished what you want, making a worthwhile contribution)

_____ Social life (being an active part of a group, good entertainment, having people you like around you)

_____ Wisdom (having a mature understanding of life)

_____ World of beauty (enjoying nature, music, the arts)

After you have completed your selection and ranking of the five interests that are MOST important to you, look at the comments below.

COMMENTS ON ACTIVITY SHEET 1

As you know, there is no "correct" list of interests. In fact, you may have some interest(s) that are more important to you than those shown on the list. For example, you may give high rank to religious or political interests that are not part of this exercise. If this is the case, include any interest you believe to be among the five top interests that are important to you. Ask yourself the following questions:

1. Did you have trouble selecting the top five interests asked for in this exercise? If so, you are not alone. Many people have trouble identifying their interests and even more trouble ranking them.

2. Do you believe the interests you selected are the same now as they were several years ago? If not, why?

3. Of the interests you picked, how many can be related directly to the career you have or plan to pursue (for example, economic security)?

4. Which of your important interests are related indirectly to work (for example, excitement or sense of achievement)?

5. What would be the order of the interests shown on the list if you had been asked to rank all 20 of them from most to least important to you?

If possible, you may wish to compare your answers to these questions with other persons who have also ranked their important interests.

SOURCE: Choices and Challenges: A Student Guidebook About Nontraditional Career Opportunities. Los Altos, California: Carvel Education Management Planning, Inc., 1979.

For use with:
Students
Faculty

ACTIVITY SHEET 2: SELF AWARENESS, SEX-ROLE STEREOTYPING

The following questions may help you clarify some of your interests with respect to sex roles. There are no right or wrong answers. Indicate whether or not you agree with each statement. If you are part of a group of students, compare your answers within the group and discuss the reasons why you agree or disagree. Do men and women respond differently?

	Agree	Disagree	No Opinion
1. A career is necessary for a woman to be truly satisfied.	____	____	____
2. A career is necessary for a man to be truly satisfied.	____	____	____
3. Being a wife and mother is necessary for a woman to be truly satisfied.	____	____	____
4. Being a husband and father is necessary for a man to be truly satisfied.	____	____	____
5. Men and women should share equal responsibility for housekeeping chores.	____	____	____
6. Parents should share equally in caring for their children.	____	____	____
7. Men and women should share responsibility for contributing to family income.	____	____	____
8. A working wife should earn less than her husband.	____	____	____
9. Women should not hold jobs in which they get dirty.	____	____	____
10. Men should not be expected to do things around the house that would embarrass them in front of their friends.	____	____	____

SOURCE: Choices and Challenges: A Student Guidebook About Nontraditional Career Opportunities. Los Altos, California: Carvel Education Management Planning, Inc. 1979.

For use with:
Students
Faculty

ACTIVITY SHEET 3: SELF AWARENESS, INTEREST IN WORK-RELATED ACTIVITIES

Answer each of the following questions to the best of your ability. There are no right answers. This exercise is designed to help you identify your own interests.

	Yes	No	Don't Know
1. Are you physically fit?	____	____	____
2. Do you feel comfortable working with tools?	____	____	____
3. Do you like to fix things around the home?	____	____	____
4. Would you be willing to work in conditions in which you would get dirty?	____	____	____
5. Do you like to work with wood or metal or machines?	____	____	____
6. Would you like to work outside, even in poor weather?	____	____	____
7. Do you like to work on physically active projects?	____	____	____
8. Would you mind traveling long distances or over a period of several weeks at a time on the job?	____	____	____
9. Would you like to give other people directions and supervise their work?	____	____	____
10. Do you like to deal with problems that require math to solve?	____	____	____

COMMENTS

Even though there are no correct answers to the questions, YES responses are typical for traditional male occupations. Therefore, if you are a female, the greater the number of YES responses you gave, the more likely you might be interested in a nontraditional occupation for your sex.

SOURCE: Choices and Challenges: A Student Guidebook About Nontraditional Career Opportunities. Los Altos, California: Carvel Education Management Planning, Inc. 1979.

For use with:
Students

ACTIVITY SHEET 4: SELF AWARENESS, INDIVIDUAL ASSESSMENT OF EDUCATIONAL EXPERIENCE AND PLANS

Which of the following statements best describes your present (or past) *choice* of classes?

1. Most of my classes have been related to:

_____ GENERAL EDUCATION: I am not trying to specialize in any education or career area presently.

_____ BUSINESS: office work, sales, bookkeeping.

_____ AGRICULTURE: ornamental horticulture, crop management, livestock.

_____ FINE ARTS: art, drama, music.

_____ TRADE OR INDUSTRY: auto, drafting, electronics, graphic art, metal, wood.

_____ HOME ECONOMICS: clothing, foods, child care, home management, consumer studies.

_____ COLLEGE/UNIVERSITY PREP: I plan to attend college.

_____ NONE of the above match my present choice of classes.

Which of the following statements best describes your *plans* for education?

2. Currently, I would like to:

_____ Leave school before completing high school.

_____ Complete high school.

_____ Complete a two-year college program.

_____ Complete a four-year program.

_____ Complete a post-graduate program.

_____ Complete an apprenticeship program.

_____ Complete training in a trade school or technical training program.

_____ None of the above match my present plans for education.

SOURCE: Choices and Challenges: A Student Guidebook About Nontraditional Career Opportunities. Los Altos, California: Carvel Education Management Planning, Inc. 1979.

For use with:
Students

ACTIVITY SHEET 5: SELF AWARENESS, SELF-ASSESSMENT OF COUNSELING NEEDS

At present, what counseling assistance do you need with education or career planning?

_____ I need considerable help in figuring out what I am going to do.

_____ I have some things planned but could use additional help.

_____ I do not need additional help at this time.

COMMENTS

- If you checked the last statement, you may already know a great deal about what you want to do, or perhaps you are not ready to make any firm commitments or plans for education or career.

- If you checked either of the first two items, you should begin by taking any or all of the following steps:

  1. Talk to your parents, guardians, or other knowledgeable persons whom you know and trust. Talk with them frankly about your concerns regarding education and/or future work.

  2. Make an appointment to talk to your counselor or a teacher who knows you. Let them know about your need to obtain more information or get advice about your schooling or career plans.

  3. Review your school catalog or student handbook and see what student counseling services are available to you. Explore taking a vocational interest inventory or aptitude test so you can get a better idea of what your strengths and interests might be.

  4. Find out about local community career centers such as the YWCA, YMCA, or other nonprofit career assessment counseling centers. If such career counseling services exist, make an appointment to learn about their resources and how you can use them.

These steps will get you started. Talking to friends is helpful on many occasions, going to a school or local library and reading up on career planning or educational options can also be useful; but when it comes to making your future plans, you need to talk to someone who is knowledgeable and experienced in providing educational and/or career-planning advice.

SOURCE: Choices and Challenges: A Student Guidebook About Nontraditional Career Opportunities. Los Altos, California: Carvel Education Management Planning, Inc. 1979.

For use with:
Students

ACTIVITY SHEET 6: SELF AWARENESS, EXAMINING THE IMPACT OF AN OCCUPATION ON YOUR LIFE STYLE

Think about any occupation in which you have an interest and try to answer each of the following questions to the best of your knowledge. If you do not have any particular occupation in mind, think about any job that you know something about. Use the job of someone you know, a member of your family, or a friend.

If you do not know the answer to any particular question, check the "Don't Know" column.

Name of occupation____

	Yes	No	Don't Know
1. Will the job strongly affect my personal life?			
2. Will I have to work nights?			
3. Will I have noise during the job so that I need quiet at home?			
4. Will I meet a lot of people on the job, even people who are crabby or ill-mannered?			
5. Will I have to travel on the job?			
6. Will I have to live in a specific geographic area or community?			
7. Will I be working in a group or alone most of the time?			
8. Will I have to exert a lot of physical effort so that I will be tired at the end of the day?			
9. Will the work be seasonal?			
10. Will the job allow me to use the skills, talents, and interests I possess or that I am willing to acquire?			

COMMENTS

There are no specific answers to any of the ten questions in this review excercise. There are different answers for different occupations.

SOURCE: Choices and Challenges: A Student Guidebook About Nontraditional Career Opportunities. Los Altos, California: Carvel Education Management Planning, Inc. 1979.

For use with:
Students

ACTIVITY SHEET 7: SELF AWARENESS, EXAMINING PROSPECTS OF YOUR CHOSEN OCCUPATION

Using either a traditional or nontraditional occupation of interest to you, answer the following questions to the best of your knowledge. If you do not know the answer to a particular question, check the "Don't Know" column.

Name of occupation ______________________________

	Yes	No	Don't Know
1. In the community in which you live or want to live, do many persons work in the occupation of your interest?	✓		
2. Are most of the people in this occupation of a sex opposite to your own?			
3. Are the employment opportunities limited to certain geographic areas?			
4. Do you have to belong to a labor union in order to get a job in this occupation?			
5. Do you know the wage or salary range for entry-level workers in this occupation?			
6. Are the long-range wage or salary advances for experienced workers in this occupation good?			
7. Are there unusual physical risks or dangers to the occupation?			
8. Are there many opportunities for advancement in this occupation?			
9. Can you move up the career ladder to higher positions in this occupational field in a reasonable length of time?			
10. Are the opportunities good for obtaining further training, education, or personal growth experiences after entering the occupation?			

COMMENTS

Answers to some of the questions in this exercise can be obtained in the following ways.

1. Talk to someone who is employed in the occupation or with an employer.

2. Contact your local office of the Employment Development Department (EDD) and request information or brochures about the occupation.
3. If your school has a career information center or library, look up the information in an occupational brochure.
4. Contact an apprenticeship committee representative or the labor council in your community.
5. Contact a private employment agency.
6. Talk with your school placement office.
7. Go to your local or school library and look up information in the Occupational Outlook Handbook.
8. Contact the Occupational Safety and Health Administration (OSHA) for information about hazardous occupations.

SOURCES: Choices and Challenges: A Student Cuidebook About Nontraditional Career Opportunities. Los Altos, California: Carvel Education Management Planning, Inc. 1979.

For use with:
Students
Faculty
Parents

ACTIVITY SHEET 8: ATTITUDES TOWARD NONTRADITIONAL CAREERS*

The Attitudes Toward Nontraditional Careers scale was developed for use with student learners. The items have been designed to explore attitudes regarding three areas--women and work; nontraditional careers for women; and nontraditional careers for men.

The scale can be used by facilitators in several ways. For those who would like to assess change in learner attitudes over time, the scale may be administered first as a pretest before the use of the materials, and then as a posttest after the materials have been experienced. Facilitators may also want to use the scale for comparisons between groups of learners. In addition, the facilitators may want to use the scale as a starting point for discussion.

SCORING

The scoring to be used with the scale is an averaging procedure. In order to establish a numerical base, each of the five rating positions (SA, A, N, D, SD) should be assigned a number starting at the left by assigning the number "1" to "Strongly Agree" and ending on the right by assigning the number "5" to "Strongly Disagree". The scores for each statement are then averaged. For example, if there are ten people participating, add the ten ratings for the first statement and then divide the total by ten. Continue this procedure for each statement. It is important to note that the numbers obtained as a result of the averaging process have no value, but only serve to identify a position on the scale.

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*Adapted from and reprinted with permission of Fredell Bergstrom PROJECT EVE, University of Houston, and Houston Community College, 1975.

SOURCE: The Whole Person Book: Towards Self Discovery and Life Options. (Lincoln, Nebraska: Nebraska Commission on the Status of Women), August, 1977.

ATTITUDES TOWARD NONTRADITIONAL CAREERS

Please answer the following questions based on your personal feelings about each of the ideas. There are no correct answers. Answer by circling the response which most closely represents your feelings using the following guide: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree

1. Full-time, outdoor jobs are unsuitable for females. SA A N D SD
2. Most women would marry a man even though he works as a secretary/clerk. SA A N D SD
3. Women who have paid jobs are unhappy. SA A N D SD
4. Truck driving is an appropriate career for females. SA A N D SD
5. Men are not patient enough to work with small children in nursery school. SA A N D SD
6. Boys interested in being a hair stylist are sissies. SA A N D SD
7. A woman can have a career while raising a family. SA A N D SD
8. Money is the only reason that adult women work outside the home. SA A N D SD
9. Physically, women are not capable of working as fire fighters. SA A N D SD
10. A woman can be a good mother while working full-time as a stockbroker. SA A N D SD
11. Women are becoming too independent today. SA A N D SD
12. Most boys do not have the finger coordination to be a typist. SA A N D SD
13. Generally, females perform best at jobs where they are working with people. SA A N D SD
14. High school girls should be encouraged to enroll in traditionally all-male vocational courses like air-conditioning repair. SA A N D SD
15. A man can be a good father while working full-time as a nurse. SA A N D SD
16. Boys should be encouraged to plan professional careers which require more than four years of college. SA A N D SD

17. Women would not be good as high school principals because they could not handle the boys. SA A N D SD

18. Ballet dancing is an appropriate career goal for boys. SA A N D SD

19. Most women who work in machine shops are unfeminine. SA A N D SD

20. Women should be encouraged to plan professional careers which require more than four years of college. SA A N D SD

21. Most men would marry a woman even though she works as a plumber. SA A N D SD

22. There is increased juvenile delinquency in families where the mother works. SA A N D SD

23. Most high school girls would laugh at a girl who enrolled in television repair. SA A N D SD

24. Vocational occupations are too dirty for women. SA A N D SD

25. Law is an appropriate career for women. SA A N D SD

26. Women who choose to join the labor force can also be competent mothers. SA A N D SD

27. A man is avoiding his responsibilities when he is at home full-time. SA A N D SD

28. When planning for a career a high school girl should consider technical and skilled jobs that have traditionally been for males only. SA A N D SD

29. Women can be effective business managers. SA A N D SD

30. Most girls are physically strong enough to be welders. SA A N D SD

31. All adult women should be prepared to support themselves financially. SA A N D SD

32. Girls should learn a job skill while in high school. SA A N D SD

33. Being a librarian is not a suitable career for men. SA A N D SD

34. Married women should only work when their income is necessary to support the family. SA A N D SD

35. Women are smart enough to become engineers. SA A N D SD

36. A woman can be a good mother while working full-time as a nurse. SA A N D SD

37. Women should be encouraged to work outside the home. SA A N D SD

38. Men are better bosses than women. SA A N D SD

39. Most women are not smart enough to be bankers. SA A N D SD

40. Teaching woodworking is a suitable career for women. SA A N D SD

For use with:
Students
Faculty
Parents

ACTIVITY SHEET 9: LEARNING AID, TERMS

Indicate which of the following statements are true or false.

_____ 1. An occupation is considered nontraditional on the basis of the sex of the person holding it.

_____ 2. According to the U.S. Office of Education, a nontraditional vocational program for a female is one in which male students dominate enrollments by 80 percent or more.

_____ 3. Sex discrimination is an attitude of someone who thinks boys are superior to girls.

_____ 4. Affirmative action is a major factor in opening up many nontraditional employment opportunities for women and members of minority groups.

ANSWERS

1. True An occupation can be traditional for a man, such as a carpenter, or nontraditional when a woman is a carpenter.

2. True For now, the U.S. Office of Education provides the guideline for nontraditional vocational program enrollments as being those in which 80 percent or more of the enrollments are of the opposite sex of the person seeking enrollment. This could change at a later date.

3. False Sex discrimination is an action, not an attitude. Sex bias is an attitude of superiority.

4. True Affirmative action not only prohibits discrimination, it requires that schools and employers actively take steps to eliminate discriminatory practices.

SOURCE: Choices and Challenges: A Student Guidebook About Nontraditional Career Opportunities. Los Altos, California: Carvel Education Management Planning, Inc. 1979.

For use with:
Students
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ACTIVITY SHEET 10: LEARNING AID, SEX DISCRIMINATION IN EMPLOYMENT

Which of the following are examples of sex discrimination on the job? Check those in which discrimination occurs.

_____ 1. A woman is paid less than a male employee who does a comparable job.

_____ 2. A woman supervises male employees who earn more than she does.

_____ 3. When a woman applies for a job, she is told about or offered only a clerical job when other higher paying production jobs are open.

_____ 4. New jobs or vacancies in the shipping department of a firm are made known through word-of-mouth communication rather than through posted notification to all employees.

_____ 5. A man is advised by his boss not to apply for a higher position that is open because the company is looking for a woman to fill it.

ANSWERS

All five items are examples of sex discrimination according to a study conducted in 1977 by the Municipal Women's Project, Boston, MA. A complete list of discriminatory practices at work is contained in the document, "Sex Discrimination: How Do You Know When It's Happening To You?" produced by this agency.

SOURCE: Choices and Challenges: A Student Guidebook About Nontraditional Career Opportunities. Los Altos, California: Carvel Education Management Planning, Inc. 1979.

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ACTIVITY SHEET 11: LEARNING AID, SEX DISCRIMINATION IN VOCATIONAL EDUCATION

Indicate by Yes or No which of the following examples are sex discrimination in vocational education.

_____ 1. Requiring females to demonstrate basic mechanical skills before admitting them to an auto mechanics class; not requiring the same demonstration by males.

_____ 2. Having a male-only vocational club for students in the computer technology program.

_____ 3. Recruiting both females and males into vocational education programs that are not traditional for either sex.

_____ 4. Requiring males in carpentry to produce a guarantee of future employment before admission; making no such requirement for females.

_____ 5. Assigning students to work experience programs according to an employer's preference for either male or female students.

ANSWERS

1.	Yes	This is sex discrimination. Sex requirements in procedures or program admission is prohibited by Title IX.
2.	Yes	This is sex discrimination. Sex segregation in extracurricular activities, such as school-sponsored clubs, is prohibited by Title IX.
3.	No	Special recruitment efforts are not required by Title IX, but they might be undertaken to help correct the effects of past discriminations in program admissions.
4.	Yes	This is sex discrimination for the same reason as item 1.
5.	Yes	Title IX prohibits making employment or work program assignments to students on the basis of sex; schools may not provide assistance to employers which discriminate against students.

SOURCE: Choices and Challenges: A Student Guidebook About Nontraditional Career Opportunities. Los Altos, California: Carvel Education Management Planning, Inc. 1979.

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ACTIVITY SHEET 12: LEARNING AID, TRUE OR FALSE

_____ 1. Choosing a nontraditional occupation is easier than a traditional occupation, because you do not have to live up to the role model expectations of others.

_____ 2. A person thinking about a nontraditional occupation should consider many of the same questions as a person who is thinking about a traditional occupation.

_____ 3. It is not important for a young working couple to discuss their expectations of the sharing of responsibilities for home and child-raising before they get married.

_____ 4. Historically, most of the physically demanding jobs and better paying occupations have been filled by men.

ANSWERS

1. False It is true that there are fewer role models to follow in most nontraditional occupations, but this does not make the choice any easier for you.

2. True Many things that should be considered for a nontraditional occupation are the same as for a traditional one.

3. False It is very important for a couple to explore and share their feelings about how a dual-career household will affect their life style and child-raising pattern.

4. True Most of the jobs demanding physical exertion have been filled by males. The higher paying occupations (whether or not they require physical effort) have also been filled by men.

SOURCE: Choices and Challenges: A Student Guidebook About Nontraditional Career Opportunities. Los Altos, California: Carvel Education Management Planning, Inc. 1979.

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Students
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ACTIVITY SHEET 13: LEARNING AID, WORK FORCE

Indicate which of the following statements are true or false.

_____ 1. Women are entering many nontraditional jobs because men are leaving such jobs.

_____ 2. There are more women in the work force today than ever before.

_____ 3. The average number of years that a woman works is less than the average number of work years for a man.

_____ 4. Now that equal pay laws are in effect, the average annual earnings of women are closer to men's earnings than ever before.

ANSWERS

1. False Thus far, the nontraditional occupations that women are entering have not been abandoned by male workers. For the most part, increased numbers of women in nontraditional occupations have been brought about by equal employment opportunity laws, pioneering women who pave the way for other women in male-dominated fields, and wider acceptance of women in some nontraditional occuaptions by employers.

2. True In 1978, 41 percent of the total work force in the United States was made up of women. One out of every two adult women now actively seeks employment.

3. True The average work life for all women is 25 years compared to 43 years for men. However, the average work life for single women is about the same as the male average.

4. False In 1977, women's average annual earnings were 58.9 percent that of men. Twenty years ago women earned close to 64 percent of men's annual average earnings.

SOURCE: Choices and Challenges: A Student Guidebook About Nontraditional Career Opportunities. Los Altos, California: Carvel Education Management Planning, Inc. 1979.

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Employers

ACTIVITY SHEET 14: LEARNING AID, WHAT EMPLOYERS LOOK FOR

Indicate which of the following statements are true or false.

_____ 1. The hobbies and leisure-time interests of a woman job applicant are of no interest to employers because they do not relate to nontraditional occupations.

_____ 2. Because nontraditional job opportunities are expanding at such a rapid rate, most women who find such jobs are new or first-time jobholders.

_____ 3. Many nontraditional jobs in industry are closed to women because they do not possess the necessary manual dexterity.

_____ 4. The majority of women who try out nontraditional jobs involving lifting, noise, and grime usually quit after a short time.

_____ 5. Opportunities to enter nontraditional occupations in the public sector seem to be greater than in the private sector.

ANSWERS

1. False It is true that leisure-time interests and hobbies are one's private affair, but employers look to such clues as an indication of potential suitability for nontraditional jobs, particularly for women.

2. False No pattern is yet established, but it appears that more nontraditional jobs for women are filled by company employees who transfer or bid for such jobs than enter directly from outside the company.

3. False Manual dexterity deals with the skill one possesses in using one's hands in the manipulation of things. Women have equal or superior manual dexterity to most men because physical strength is not critical in manual dexterity.

4. False Reports indicate that the majority of women stay in such jobs. The proportion of women who quit does not seem to be greater than the proportion of men who quit.

5. True Thus far, the opportunities to enter nontraditional occupations appear to be greater in the public sector (local, state, and federal agencies) and in CETA. In the long run, opportunities in the private sector may catch up or surpass the public sector, but for the present there seems to be a commitment to nontraditional employment in public agencies.

SOURCE: Choices and Challenges: A Student Guidebook About Nontraditional Career Opportunities. Los Altos, California: Carvel Education Management Planning, Inc. 1979.

For use with:
Students
Faculty
Parents
Employers

ACTIVITY SHEET 15: LEARNING AID, WHAT EMPLOYERS SAY

Indicate which of the following statements are true or false.

_____ 1. According to employers, a strong self-image is important to anyone entering a nontraditional occupation.

_____ 2. Most women have the necessary background, interests, and education to qualify for nontraditional jobs in industry.

_____ 3. Apprenticeship programs are a major means for women to gain entry into nontraditional occupations in the construction industry.

_____ 4. Some employers say that women should be willing to travel or be reassigned geographically in order to compete with men in nontraditional jobs.

_____ 5. Men who wish to enter a nontraditional occupation should be prepared to earn lower average wages than women who enter a nontraditional occupation.

ANSWERS

1. True Employers generally agree that a strong, positive self-image is very important for persons entering a nontraditional occupation.

2. False Some women do, but many more do not because of past stereotyping that discouraged them from taking up hobbies, classes in school (vocational courses, math and science), or extracurricular activities that would prepare them for an equal footing with men in many industrial jobs.

3. True In most cases, apprenticeship is the most appropriate means of gaining entry to construction jobs for both men and women.

4. True Many employers say that women need to be willing and able to travel or move in order to meet the demands of some nontraditional occupations.

5. True Most nontraditional occupations for men have lower wage levels than most nontraditional occupations for women. This is because many female-dominated occupations are lower paid than those dominated by male workers.

SOURCE: Choices and Challenges: A Student Guidebook About Nontraditional Career Opportunities. Los Altos, California: Carvel Education Management Planning, Inc. 1979.

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Employers

ACTIVITY SHEET 16: LEARNING AID, WHAT NONTRADITIONAL EMPLOYEES SAY

Indicate which of the following statements are true or false.

_____ 1. Nontraditional employees strongly agree with employers about the things that are being done by employers to help them enter and succeed in their nontraditional jobs.

_____ 2. Self-image was considered important by employers, but not by persons who held nontraditional occupations.

_____ 3. Men do not have problems with self-image in nontraditional occupations.

_____ 4. Most nontraditional employees agree that employers provide adequate human-relations training to supervisors and traditional employees so that new nontraditional workers will have minimum adjustment to the work environment.

_____ 5. Most workers find the disadvantages of nontraditional occupations outweigh the rewards or benefits.

ANSWERS

1. False Many individual firms have taken steps to assist nontraditional employees, but a large portion of nontraditional employees feel that much more assistance would have been helpful.

2. False Holders of nontraditional jobs said that a strong self-image was very important. They agreed with employers on this point.

3. False Men have to contend with the image others have of them as well as their own self-image, because many nontraditional jobs for them have long been considered "woman's work."

4. False Nontraditional employees believe that few of their bosses or co-workers (of the opposite sex) are adequately prepared when a nontraditional employee arrives on the scene.

5. False In some cases this may be true, but for most individuals who enter nontraditional occupations, the personal satisfaction and economic rewards (especially for women in nontraditional occupations) far outweigh the disadvantages.

SOURCE: Choices and Challenges: A Student Guidebook About Nontraditional Career Opportunities. Los Altos, California: Carvel Education Management Planning, Inc. 1979.

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ACTIVITY SHEET 17: LEARNING AID, ISSUES IN MAKING CAREER PLANS AND PREPARING FOR A NONTRADITIONAL OCCUPATION

Indicate which of the following statements are true or false.

_____ 1. You need not think about the life style you want when choosing a career because the two aspects of your life are separate.

_____ 2. Most students find that there are about five major factors that influence their career planning.

_____ 3. Taking a nontraditional vocational program in school is a good way to prepare for a nontraditional occupation.

_____ 4. If you have doubts about your school or career plans, it is usually a good idea to see your school counselor.

_____ 5. There is no relationship between the nontraditional vocational programs you find in school and the nontraditional occupations you find in business and industry.

ANSWERS

1. False You may want to keep your private life separate from your work, but as a total person the things that happen in one part of your life have a way of affecting other aspects and relationships. They type of work you do has an impact on the way you feel about yourself, the economic scale at which you live, the social life you have, and the amount of leisure time you have to devote to other parts of life.

2. True Although there may be many factors that affect your career planning, most students find the major influences are related to: 1) experiences at home, school, and work; 2) personal interests; 3) role models; 4) friends and relatives; and 5) knowledge of career options.

3. True It is a good way, but not the only way. You may need to take other so-called traditional subjects and classes to gain the needed skills and knowledge to qualify for nontraditional jobs.

4. True This would be a good start. Even though your school counselor may not be an expert in career planning, he or she may be able to provide you with information on where you can receive assistance.

5. False There are some differences, but there is an overlap as well. There are some occupations considered nontraditional that call for vocational preparation in traditional programs. A good example is women in police work. This is a nontraditional occupation, but the large number of women who are enrolled in law enforcement vocational programs makes the enrollments balanced between men and women, classifying it as a traditional program.

SOURCE: Choices and Challenges: A Student Guidebook About Nontraditional Career Opportunities. Los Altos, California: Carvel Education Management Planning, Inc. 1979.

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ACTIVITY SHEET 18: LEARNING AID, TRUE OR FALSE

_____ 1. Apprenticeship programs are designed to link on-the-job training and related classroom instruction.

_____ 2. CETA offers very limited opportunities for training and jobs in nontraditional occupations.

_____ 3. A job resume should contain a summary of your education, past work experience, and other interests that are job related.

_____ 4. In applying for a nontraditional job, you should not act forward by asking about the work environment in which you will be working.

_____ 5. During the job interview, the person interviewing you can ask any question he or she wishes that will help identify your strengths and weaknesses.

ANSWERS

1.	True	Apprenticeship combines on-the-job training and classroom instruction.
2.	False	CETA programs offer ample opportunities for nontraditional training and jobs.
3.	True	A job resume (personal information sheet) should contain all of this information on one or two typewritten pages.
4.	False	Without being pushy, you can inquire into those areas about the job that you need to know in order to make your own decision about accepting a job offer should it be made to you.
5.	False	Federal laws prohibit questions not essential to performing the job.

SOURCE: Choices and Challenges: A Student Guidebook About Nontraditional Career Opportunities. Los Altos, California: Carvel Education Management Planning, Inc. 1979.

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ACTIVITY SHEET 19: GOING TO THE SOURCE, TELEVISION COMMERCIALS

Watch as many television commercials as possible and fill out a chart like the one below for each commercial you analyze. If possible, try to analyze some commercials that sponsor shows for young children.

Commercial for____________________________

Program___________________________________

Main Characters	Males	Females
Physical appearance		
Personality Characteristics		
Activities in which the character is involved		
If there is a problem, what is it? Who has the problem?		
Who resolves the problem? How?		

Key Questions: How does this commercial promote or inhibit sex-role stereotyping for men? For women?

Suggested Activity for Reporting: Recorded Medley

If you have a tape recorder available, you might record some of the TV commercials that you think are most powerful in reinforcing or inhibiting sex-role stereotypes. Your group may wish to play some of these when it summarizes its findings for the class. A good idea might be to prepare a recorded medley of stereotyped and nonstereotyped television commercials.

SUGGESTED DISCUSSION QUESTIONS FOR ACTIVITY SHEETS 19-22

1. How are the male sex-role stereotypes in television, magazines, and personal interviews similar? How are they different?

2. What words and phrases would you use to describe the male role stereotype you found?

3. Were there any exceptions to the stereotype?

4. How were the female sex-role stereotypes in television, magazines, and personal interviews similar? How were they different?

5. What words and phrases would you use to describe the female sex-role stereotype?

6. Were there any exceptions to this stereotype? Where were they found?

7. How accurately do these stereotypes reflect what you are like? How accurately do they portray males and females that you know?

8. Which do you think is the most powerful in channeling people to conform to sex-role stereotypes: (1) television, (2) magazines, (3) people you interact with on a daily basis? Why?

9. (To the teacher: If you wish, questions 9 and 10 may be answered in the students' support groups.) Think back to a time when one of these three sources encouraged you to make a sex-role-stereotyped decision. Share the situation as honestly and as accurately as you can.

10. Think back to a time when one of these sources encouraged you to make a nonstereotyped decision. Share the situation as honestly and as accurately as you can.

11. What can you do to change sex-role stereotyping in these three sources?

12. What other sources can you identify that promote sex-role stereotyping?

SOURCE: Sadker, David. Being a Man, A Unit of Instructional Activities on Male Role Stereotyping. Resource Center on Sex Roles in Education, HEW.

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ACTIVITY SHEET 20: GOING TO THE SOURCE, TELEVISION PROGRAMS

View as many television shows as possible and complete the following chart for each one. Be sure to analyze some shows that are viewed by young children.

Program ______________________________

	Important male characters	Important female characters
Names of leading characters		
Personality characteristics		
Most frequent activities		
If there is a problem, what is it? Who has the problem?		
Who resolves the problem? How?		

Key Questions: How does this program promote or inhibit sex-role stereotyping for men? For women?

7

Suggested Activity for Reporting: Role Plays

If you wish, you may want to role play for the class one or two scenes from these shows that you and your group feel are most powerful in reinforcing or inhibiting sex-role stereotypes. Be sure to explain to the class why you have selected these scenes and what you feel they demonstrate.

SOURCE: Sadker, David. Being a Man, A Unit of Instructional Activities on Male Role Stereotyping. Resource Center on Sex Roles in Education, HEW.

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ACTIVITY SHEET 21: GOING TO THE SOURCE, MAGAZINES--WORKSHEET

For each advertisement in a given magazine, answer the following questions:

Advertisements you think are directed to men:

	Male	Female
Number of characters in advertisement		
Activities of characters		
Dress and physical appearance of characters		
Products advertised		
Advertisement's message, e.g., if you. . .		

Advertisements you think are directed to women:

	Male	Female
Number of characters in advertisement		
Activities of characters		
Dress and physical appearance of characters		
Products advertised		
Advertisement's message, e.g. if you. . .		

Going to the Source: Magazines--Summary Sheet

Name of magazine: ______________________________

Intended audience: ______________________________

Total number of advertisements: ______________________________

Number directed to men: ______________________________

Number directed to women: ______________________________

List the activities illustrated in the advertisement.

Advertisements Directed to Men	Advertisements Directed to Women

Count the number of characters and the types of dress (e.g., casual, businesslike, formal, sportwear.)

Advertisements Directed to Men	Advertisements Directed to Women

List the products advertised.

Advertisements Directed to Men	Advertisements Directed to Women

List the advertising messages.

Advertisements Directed to Men	Advertisements Directed to Women

Key Questions: What are the major "messages" for males? For females? How do advertisements promote or free people from male sex-role stereotyping? From female sex-role stereotyping?

Suggested Activity for Reporting: Collages

Select magazines that you can cut up. Cut out pictures, advertisements, and story headlines that most clearly and powerfully demonstrate male and female sex-role stereotyping. Arrange these cutouts so that they combine to form two images--one of the male sex-role stereotype and another of the female sex-role stereotype. After your arrangements have been made, paste them onto a piece of heavy cardboard. Share these collages with the class and explain why you selected the various pictures and headlines. If you wish, you can also make a collage of non-sex-stereotyped material that you found in your magazine search.

SOURCE: Sadker, David. Being a Man, A Unit of Instructional Activities on Male Role Stereotyping. Resource Center on Sex Roles in Education, HEW.

For use with:
Students

ACTIVITY SHEET 22: GOING TO THE SOURCE, PERSONAL INTERVIEWS

Choose several different people to interview. Try to interview both males and females, and people you don't know well in addition to friends and relatives. Explain that the interview will be anonymous and that it is for a class project. Then complete the following interview form. Read each question, but do not rephrase any. Each person will answer the exact question as well as he or she can.

1. Sex:____________

2. Age range: Under 10 ____________

   11 - 18 ____________

   19 - 30 ____________

   31 - 50 ____________

   Over 50 ____________

3. What is a "real man"?____

   ____

4. What is a "real woman"?______________________________________

   ____

5. What are some good jobs for women in our society?________________

   ____

   ____

6. What are some good jobs for men in our society?__________________

   ____

   ____

7. In marriage should the man or the woman have the leadership role?

   ____

8. Would you vote for a qualified woman to be President of the United States?____

9. Do you think that it's all right for women to cry in public?_________

   For men to cry in public?____

After the interview is completed, analyze the responses and answer the following questions:

1. What are the key types of sex-stereotyped thinking that emerged in this interview?

2. What are the key types of non-sex-stereotyped thinking that emerged in this interview?

Suggested Activity for Reporting: Tape-Recorded Interview

If possible, tape-record some of your interviews. Then play selected interviews or parts of interviews to the class. Explain why you chose these selections and how they reflect stereotyped or nonstereotyped thinking.

Be sure to ask permission of the person you are interviewing before you do any tape-recording. Also, tell that person that the recorded interview may be played before your class at school.

SOURCE: Sadker, David. Being a Man, A Unit of Instructional Activities on Male Role Stereotyping. Resource Center on Sex Roles in Education, HEW.

For use with:
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ACTIVITY SHEET 23: EXAMINING STEREOTYPES, PERSONAL DECISIONS

Student Objectives

1. To identify instances of sex-role stereotyping in one's own life:
   a. with friends
   b. at school
   c. at home

2. To identify alternatives for reducing sex-role stereotyping in one's own life.

3. To clarify one's values regarding sex roles and to make decisions regarding the alternatives identified.

Structuring the Learning Activity

1. Distribute the "Personal Decisions" worksheet to every student.

2. Explain to students that every person has the right to make his or her own decisions about roles and about sex-role stereotyping. Understanding that there are choices is the important thing, not choosing in a particular way. The worksheet can be used by all students in thinking about their own choices.

3. Ask students to fill out the worksheets. Remind them that they can think about examples and actions that they have identified and discussed earlier in the unit.

4. Ask volunteers to share their answers with the class. Remind them that every student has the right to decide to make changes or not to make changes.

5. Ask students to discuss whether there are any changes they would like to make as a class or in the class to reduce sex-role stereotyping. If they decide to take actions but need some help with ideas, some of the following suggestions might get them started:
   a. Reading a book about sexism.
   b. Writing a letter to a television station protesting sex-role stereotyping in a program or commercial.
   c. Writing a letter to the editor protesting sex-role stereotyping in an advertisement or elsewhere in a magazine or newspaper.
   d. Making a bulletin board of nonsexist photographs or articles.
   e. Constructing a slide, tape, or other presentation about sex-role stereotyping in popular music.
   f. Studying a textbook for sex-role stereotyping and writing a report of the findings.
   g. Making a class contract that males and females will share all classroom duties equally (e.g., watering plants, carrying books, running audiovisual equipment, etc.).

These are only examples; students will be able to generate many others, some of which may be quite different from those listed here.

Examining Stereotypes: Personal Decisions

I can identify the following examples of sex-role stereotyping:	I would/would not like to change these because:	Actions I would take to make any changes I have chosen:	Actions I plan to take: (place an asterisk in this column next to any action you plan to take)
With my friends:			
At school:			
At home:			

SOURCE: Sadker, David. *Being a Man, A Unit of Instructional Activities on Male Role Stereotyping*. Resource Center on Sex Roles in Education, HEW.

NONTRADITIONAL RESOURCES AVAILABLE THROUGH "VEEP MATERIALS AND SERVICES," INSTRUCTIONAL MATERIALS LABORATORY

Audio Visuals

1. ANYTHING YOU WANT TO BE; 16 mm film, 8 min. from New Day Films, Franklin Lakes, New Jersey.
   Depicts a teenager's humorous collision with sex-role stereotypes.

2. BIAS--A FOUR-LETTER WORD; 16 mm film, approx. 20 min. from Malibu Corporation, Malibu, California.
   Examines situations involving a wide variety of biases we all have; includes age, ethnic, sex, short-tall, attractive, unattractive and others.

3. CAREERS IN HEALTH OCCUPATIONS; from State Fair Community College, Sedalia, Missouri. Slide-tape
   Discusses vocational programs in health occupations; emphasizes nontraditional employment opportunities and the role of vocational educational institutions in the training of students in health occupations.

4. EDUPAK ON SEX ROLE STEREOTYPING; Multi-media package, National Education Association Order Department, West Haven, Connecticut.
   Contains the two filmstrip units, CINDERELLA IS DEAD! and THE LABELS AND REINFORCEMENT OF SEX ROLE STEREOTYPING; three books on nonsexist education, sex stereotyping in schools, and women's studies; four cassette tapes including discussions on sexism, racism and classism in schools, two research reports and pamphlets.

5. HEY, WHAT ARE YOUR PLANS FOR THE NEXT 60 YEARS?; approx. 15 min. from Verheyden & Associates, Washington, D.C. Slide-tape.
   Raises some questions about your plans for the rest of your life; tells a little about some of the new jobs that are opening up for women and men; suggests some reasons why it is a good idea to try something new and how you may feel about that.

6. I'M GLAD I'M A SHE! I'M GLAD I'M A HE!; approx. 30 min. from New Pioneers project, Department of Education, Raleigh, North Carolina. Slide-tape.
   Examines a series of images contributing to stereotyping in males and females; shows a wide variety of illustrations of both sexes in typical situations; stresses freedom to be ourselves.

7. MASCULINITY; set of four filmstrips, one silent, from Schloat Productions, Tarrytown, New York.
   a. WHAT IS A MAN; 11 min. explores the concepts of masculinity and the roles men plan in today's world.
   b. MASCULINE OR FEMININE?; silent filmstrip consisting of 36 color images depicting a wide variety of items which the viewer may see as masculine, feminine, or neither.
   c. THE MASCULINE IMAGE; 15 min.; examines some of the basic ways in which American men have been perceived throughout our history, as well as the traditional images.
   d. WHAT MAKES A MAN?; 10 min. explores the question of what it means or what qualities it takes to be a man.

8. NEW PERSPECTIVES--NONTRADITIONAL JOBS FOR WOMEN; 3/4 in. videocassette, 20 min. from U.S. Dept. of Labor, Washington, D.C.
   Interviews women employed in some nontraditional occupations.

9. NONTRADITIONAL EMPLOYMENT OPPORTUNITIES IN WELDING; from State Fair Community College, Sedalia, Missouri. Slide-tape.
   Discusses welding employment opportunities for women; describes advantages of a welding career, working conditions, and explains why more women are becoming interested and employed as welders.

10. OH, YES YOU CAN; from State Fair Community College, Sedalia, Missouri. Slide-tape.
    About educational and employment opportunities in nontraditional occupations; discusses factors that created sex stereotyping and their effects on student career choices.

11. OTHER WOMEN, OTHER WORK; 16 mm film, 20 min. from Churchill Films, Los Angeles, California.
    Shows a number of women who are working in traditionally male fields, their drive to find a kind of work which satisfies them, and thoughts about their anomolous roles in a male-oriented society.

12. THERE'S A KANGAROO IN MY CLASSROOM; approx. 8 min. from Instructional Materials Laboratory, University of Missouri-Columbia. Slide-tape.
    Illustrated narrative about a kangaroo who decides to enter a vocational program; several classroom situations are depicted. The kangaroo represents the nontraditional student--either male or female, depending on the classroom situation.

13. TITLE IX AND THE SCHOOLS; from Claremont Educational Resources, Claremont, California. Filmstrip.
    Describes briefly and simply Title IX and its implications in cartoon form.

14. VOCATIONAL EDUCATION FOR A CHANGING WORLD; 3/4 in. videocassette, 1/2 in. beta max. videocassette, and 16 mm film, 18 min. from Department of Education, Harrisburg, Pennsylvania.
    Answers questions for parents about vocational education and nontraditional careers for their daughters and sons.

15. WHY NOT A WOMAN?; 3/4 in. videocassette, 26 min. from Pennsylvania Commission for Women, Harrisburg, Pennsylvania.
    Concerns women in nontraditional occupations and helps viewers reassess their deep-seated attitudes about working women.

16. WOMEN IN NONTRADITIONAL ROLES; 3/4 in. videocassette, 10 min. from "Something More" program, Channel 8, Columbia, Missouri.
    About women in nontraditional roles.

17. WORKING EQUAL; 1/2 in. VHS videocassette, 1/2 in. beta max videocassette, and 16 mm film, 6 min. from State Department of Vocational Education, Phoenix, Arizona.
    Illustrates workers in nontraditional occupations; examines vocational offerings of the Phoenix Area Vocational School from a nontraditional point of view.

18. YOU CAN GET THERE FROM HERE; Slide-tape; 11 min. from Women's Enterprises, Boston, Massachusetts.
Deals with issues, successes, and attitudes of female technicians; discusses fears, motivations, and roles of women in technical work; comes with two handbooks--one by the same title, the other, "Earning a Breadwinner's Wage."

Printed Materials

1. AFFIRMATIVE ACTION: A COMPREHENSIVE RECRUITMENT MANUAL; Calvert, Robert, Jr. Garrett Park Press, Garrett Park, Maryland, 1979.
Emphasizes what to do to develop a positive recruitment and employment program.

2. AGAINST THE GRAIN: A CARPENTRY MANUAL FOR WOMEN; McCormick, Dale. Iowa City Women's Press, Iowa City, Iowa, 1977.
Covers all aspects of carpentry, including philosophy, tools, and finishing details.

3. APPRENTICESHIP AND OTHER BLUE COLLAR JOB OPPORTUNITIES FOR WOMEN; Wheat, Valerie. (HEW) from Far West Laboratory for Educational Research and Development, San Francisco, 1978.
Attempts to take a realistic look at women in blue collar work. Defines blue collar work, apprenticeship and the entrance requirements. Helps to look at the problems women have encountered and to help a woman to determine whether that work is for her.

4. A STRATEGIES HANDBOOK FOR USE WITH THE KANSAS DIRECTORY OF NON-TRADITIONAL WORKERS; Legg, Marilyn R., Robert E. Scott. Kansas State Department of Education, Topeka, Kansas, 1980.
Presents strategies to stimulate ideas on ways nontraditional workers can fit into one's activities or programs.

5. A WOMAN'S GUIDE TO APPRENTICESHIPS; Herman, Alexis M., Director. U.S. Dept. of Labor Women's Bureau, Washington, D.C., 1980.
Explains the apprenticeship system and how it operates; provides background on the problems that women may encounter in seeking apprenticeship opportunities; outlines the apprenticeship process.

6. A STUDY OF THE FACTORS INFLUENCING THE PARTICIPATION OF WOMEN IN NON-TRADITIONAL OCCUPATIONS IN POSTSECONDARY AREA VOCATIONAL TRAINING SCHOOLS: A Project Report by Kane, Roslyn D. Rj Associates, Arlington, Virginia, 1976.
Looks at student characteristics by whether students are enrolled in nontraditional, traditional, or mixed training programs, analyzes date on students by broad subject areas of vocational education.

7. BEYOND PICTURES AND PRONOUNS: SEXISM IN TEACHER EDUCATION; Sadker, Myra P. and David M. Sadker. Education Development Center, WEEAP Distribution Center, Newton, Massachusetts, 1979.
Reveals widespread sex bias in the most popular teacher education textbooks.

8. CAREERS FOR PEERS; a curriculum manual by Binder, Elaine K., Shulamith R. Elster. Wider Opportunities for Women, Washington, D.C., 1979. Increases student awareness of the effects of sex-role stereotyping on occupational choice; provides techniques to improve students' skills in making career decisions; provides an organized approach to planning career activities useful to both classroom teachers and students.

9. COUNSELING PROGRAMS AND SERVICES FOR WOMEN IN NONTRADITIONAL OCCUPATIONS; Farmer, Helen S., Information Series No. 133. ERIC Clearinghouse, The National Center for Research in Vocational Education, The Ohio State University, Columbus, 1978. Reviews the current participation of women in the skilled trades; includes future developments and research needs.

10. CRACKING THE GLASS SLIPPER: PEER'S GUIDE TO ENDING SEX BIAS IN YOUR SCHOOLS; PEER, Washington, D.C., Revised February, 1979. Explains the law, teels what to look at, what questions to ask and whom to ask. It suggests ways to work for constructive change.

11. ENCOURAGING NONTRADITIONAL OPTIONS ; packets of classroom materials for use by vocational teachers, counselors, and academic teachers; Mook, Corena. Kansas State Department of Education, Topeka, Kansas, 1980. Presents instructional materials and classroom activities to be used with students who may be interested in nontraditional occupations.

12. EVE: EQUAL VOCATIONAL EDUCATION; Lerner, Jane, Fredell Bergstrom, and Joseph E. Champagne, University of Houston, Houston, Texas, 1976. Report of a project for recruiting and training women in nontraditional occupations.

13. EXPANDING ADOLESCENT ROLE EXPECTATIONS; New York State College of Human Ecology, Cornell University, Ithaca, 1977. Information, activities, resources for vocational educators.

14. EXPANDING CAREER HORIZONS; a curriculum kit by Curriculum Publications Clearinghouse, Macomb, Illinois. Simulates occupational choices through family decision-making activities.

15. FAIR RECRUITMENT: THE MODEL AND STRATEGIES; Stitt, Beverly A. and Marcia A. Anderson. Southern Illinois University, Carbondale, 1980. Indexes strategies for recruitment by three levels of action (interest, decision, enrollment) and by four target groups--nontraditional by sex, age, handicap, and ethnic culture.

16. HUMANITY AS A CAREER: A HOLISTIC APPROACH TO SEX EQUITY; McLean, Gary N. and Jacquelyn S. Crawford. Twin Oaks Publishing, Inc., Rehobeth, Massachusetts, 1979. Covers sex equity in the family, in education, on the job, in advertising, and sex equity and the law; includes in each section a collection of readings, discussion questions, and activities.

17. IN SEARCH OF A JOB: A SIMULATION ACTIVITY IN OCCUPATIONAL DECISION-MAKING; Rice, Eric, Susan Alston, and Rose Etheridge. System Sciences, Inc., Chapel Hill, North Carolina, 1976.
A planned series of classroom activities dealing with sex-bias, stereotyping and discrimination. Focuses on occupational choices and opportunities.

18. ISSUES OF SEX BIAS AND SEX FAIRNESS IN CAREER INTEREST MEASUREMENT; Diamond, Esther E., ed. National Institute of Education, Career Education Program, 1975.
Suggests guidelines for assessment of sex-bias and sex fairness in career interest inventories, use and evaluation of inventories, reducing sex bias, implications for change and other related topics.

19. JOB OPTIONS FOR WOMEN IN THE 80'S; Herman, Alexis M., Director. U.S. Dept. of Labor Women's Bureau, Washington, D.C., 1980.
Provides guidance to women who are making decisions about their lives and work, to help them take advantage of the opportunities now open to them.

20. LOCAL VOCATIONAL ADVISORY COUNCIL INVOLVEMENT IN EFFECTING SEX EQUITY IN VOCATIONAL EDUCATION; a research-project package of materials; Gorman, Anna M. Oklahoma State University, Stillwater, Oklahoma, 1979.
Includes a manual to assist vocational teachers in working with advisory council members; discusses barriers and facilitators for sex equity in vocational education, and offers suggestions for removing barriers and enhancing facilitators for sex equity in vocational education.

21. NEW CAREER OPTIONS: A WOMAN'S GUIDE; Farmer, Helen S. and Thomas E. Backer. New York, Human Sciences Press, 1977.
Examines new opportunities for women in the work force, the problems, the laws and mistaken beliefs.

22. NEW CAREER OPTIONS FOR WOMEN: A COUNSELOR'S SOURCEBOOK; Farmer, Helen S. and Thomas E. Backer. New York, Human Sciences Press, 1977.
Examines facts on women in the work force, counseling techniques and methods, legislation and suggested resources.

23. NEW LIFE OPTIONS: THE WORKING WOMAN'S RESOURCE BOOK; Loring, Rosalind K. and Herbert A. Otto, St. Louis, McGraw-Hill Book Co., 1976.
Discusses problems, opportunities and challenges faced by working women today. Examines all aspects of the working woman's life and highlights the many choices available for her today.

24. NEW PIONEERS: THE NORTH CAROLINA PROGRAM TO ELIMINATE SEX BIAS IN OCCUPATIONAL EDUCATION, REFLECTIONS AND RECOMMENDATIONS; Smith, Amanda J., North Carolina Dept. of Public Instruction, Raleigh, 1977.
Summary of the "New Pioneers" project to recruit women and men into nontraditional programs.

25. PROBLEMS OF WOMEN IN APPRENTICESHIPS; a project report by Kane, Roslyn D., Elizabeth Dee, Jill Miller. Rj Associates, Arlington, Virginia, 1977.
Explains why so few women applicants were being admitted to apprenticeships; illuminates the problems women face in their pursuit of apprenticeships.

26. PROJECT OPTION; a project report by Lynch, Maureen V. Massachusetts Dept. of Education, Boston, Massachusetts, 1979.
Reports results of a survey of attitudes and career/life plans; describes a sex-equity resource center; presents strategies for reducing sex-role stereotyping and increasing awareness of career options.

27. PROMOTING SEX EQUITY IN THE CLASSROOM: A RESOURCE FOR TEACHERS OF VOCATIONAL AND TECHNICAL EDUCATION; a curriculum package by Torrie, Margaret and Virginia Thomas. Dept. of Public Instruction, Des Moines, Iowa, revised 1980.
Provides resources for teachers and students to aid in evaluating print and nonprint instructional media for sex bias or sex equity; suggests creative teaching/learning strategies to promote and maintain sex equity in vocational-technical classes.

28. SEX BIAS IN TESTING: A REVIEW WITH POLICY RECOMMENDATIONS; Tittle, Carol Kehr. (HEW) from Far West Laboratory for Educational Research and Development, San Francisco, 1978.
Studies the rationale for examining sex bias in testing. Discusses the relationship of sex bias to achievement testing, career-interest measurement, and aptitude testing.

29. SEX EQUITY IN VOCATIONAL EDUCATION: A CHANGE FOR EDUCATORS TO EXPAND OPPORTUNITIES FOR STUDENTS; Schonborn, Barbara, Mary L. O'Neil. Far West Laboratory for Educational Research and Development, San Francisco, California, 1978.
Contains definitions of sex equity terms, an overview of problems created by sex discrimination, a description of the laws and activities that are helping to eliminate sex discrimination, information about teacher and counselor training and about curriculum materials and methods, and lists of print, nonprint, and human resources that are accessible to teachers and administrators.

30. SEX FAIRNESS IN CAREER GUIDANCE: A LEARNING KIT; Stebbins, Linda B., Nancy L. Ames and Ilana Rhodes. Cambridge, Massachusetts, Abt Publications, 1975.
Includes a manual divided into four chapters with instructions and a wide variety of activities and exercises; also includes a tape, spirit masters for duplication, and cards for role playing situations.

31. SEX ROLE SOCIALIZATION AND SEX DISCRIMINATION: A SYNTHESIS AND CRITIQUE OF THE LITERATURE; a project report by Safilios-Rothschild, Constantina. National Institute of Education, Washington, D.C., 1979.
Discusses sex-role socialization, including cross-cultural patterns; sex discrimination; sex stratification; and sex-role stereotypes.

32. STUDENTS' VIEWS ON OCCUPATIONAL SEX STEREOTYPING; AND SEX EQUITY RESOURCES FOR VOCATIONAL EDUCATORS AND COUNSELORS; a project report and bibliography by Richards, Diane S. and Jo Ann Brooks. State Board of Vocational and Technical Education, Indianapolis, Indiana, 1979.
Identifies the degree to which high school students consider choosing nontraditional occupations, if youths are aware of sex stereotyping influences, and what strategies they would offer to promote educational equity; makes recommendations concerning career guidance, inservice training, and classroom practices and materials; includes an interview guide and references.

33. SUGAR AND SPICE IS NOT THE ANSWER: A PARENT HANDBOOK ON THE CAREER IMPLICATIONS OF SEX STEREOTYPING; Vetter, Louise, Cheryl Meridith Lowry and Carolyn Burkhardt. The National Center for Research in Vocational Education, The Ohio State University, Columbus.
Discusses how our children's career options are limited by sex stereotyping, why it is important that they not be limited, and what parents can do about it.

34. THE INTEGRATION OF FEMALES INTO MALE-ORIENTED JOBS: EXPERIENCES OF CERTAIN PUBLIC UTILITY COMPANIES; Meyer, Herbert H. and Mary Dean Lee. University of South Florida, Tampa, 1976.
Reports results of a study of ten utility companies and 38 individuals regarding their experiences with the integration of women into traditionally-male jobs.

35. THE WHOLE PERSON BOOK: TOWARDS SELF DISCOVERY AND LIFE OPTIONS; Christensen, Twila M., Patricia Romero and Nan Schmeling. (HEW) from Nebraska Commission on the Status of Women, Lincoln, 1977.
Purpose of this project was to develop non-sexist, nontraditional career education materials for rural schools. Intended to encourage students to develop their talents and skills to an optimal level, eliminating stereotypic career tracking for males and females.

36. TRY IT, YOU'LL LIKE IT!; Matthews, Martha and Shirley McCune. National Foundation for the Improvement of Education, Washington, D.C.
Illustrations of several students in nontraditional roles, with a series of activities to assist in examining one's own interests and goals.

37. UNTAPPED RESOURCES IN VOCATIONAL EDUCATION: TEACHER MATERIALS; Good, James D., ed. Instructional Materials Laboratory, UMC, 1979.
Collection of activities, handouts, transparency masters for use with groups of teachers or students. Selected from a wide variety of sources.

38. VOCATIONAL EDUCATION SEX EQUITY STRATEGIES; Vetter, Louise, Carolyn Burkhardt and Judith Sechler. Research and Development Series No. 144, The National Center for Research in Vocational Education, The Ohio State University, Columbus, 1978.

39. WOMEN AND THE SKILLED TRADES; Briggs, Norma L. Information Series No. 132, ERIC Clearinghouse, The National Center for Research in Vocational Education, The Ohio State University, 1978.
Reviews the current participation of women in the skilled trades; includes future developments and research needs.

40. WOMEN IN NONTRADITIONAL EMPLOYMENT: A SELECTED LIST OF PUBLICATIONS, SLIDES, AND FILM; Herman, Alexis M., Director. U.S. Dept. of Labor Women's Bureau, Washington, D.C., 1979.
Lists audio-visual materials available from the Women's Bureau of the Dept. of Labor.

41. WOMEN IN NONTRADITIONAL JOBS: A CONFERENCE GUIDE--INCREASING JOB OPTIONS FOR WOMEN; Herman, Alexis M., Director. U.S. Dept. of Labor Women's Bureau, Washington, D.C., 1978.
Aids organizations and agencies interested in expanding job options for women to plan and hold a community-based conference on nontraditional jobs.

42. WOMEN IN NONTRADITIONAL JOBS: A PROGRAM MODEL--BOSTON, NONTRADITIONAL OCCUPATIONS PROGRAM FOR WOMEN; Herman, Alexis M., Director. U.S. Dept. of Labor Women's Bureau, Washington, C.C., 1978.
Provides classroom instru-tion in building maintenance skills and related counseling activities.

43. WOMEN IN NONTRADITIONAL JOBS: A PROGRAM MODEL--DENVER, BETTER JOBS FOR WOMEN; Herman, Alexis M., Director. U.S. Dept. of Labor Women's Bureau, Washington, D.C., 1978.
Provides community awareness of women's access to the skilled trades; counsels, tutors, and prepares women to enter apprenticeship positions.

44. PIONEERING PROGRAMS IN SEX EQUITY: A TEACHER'S GUIDE; Smith, Amanda J. and Charlotte J. Farris. American Vocational Association, Washington, D.C., 1980.
Contains background information and suggested activities on a variety of topics related to sex equity necessary for pioneering students, traditional students, and mixed or single-sex classes; serves vocational and academic teachers, prevocational teachers, counselors, and teacher educators.

FREE OR INEXPENSIVE MATERIALS FROM OTHER SOURCES

ABT Associates, Inc.
55 Wheeler St.
Cambridge, MA 01238

KIT FOR SEX FAIR COUNSELING, $16.50

Fortune Telling Coordinator
Boston YWCA
140 Clarendon St.
Boston, MA 02116

FORTUNE TELLING: A PROGRAM FOR GIRLS ABOUT WOMEN, WORK, AND NONTRADITIONAL OCCUPATIONS. 1977, Boston Young Women's Christian Association, 53 pp. looseleaf binder

ERIC Document Reproduction Service (EDRS)
Box 190
Arlington, VA 22210

WOMEN IN NONTRADITIONAL OCCUPATIONS: A BIBLIOGRAPHY. 1976, Bureau of Occupational and Adult Education, Office of Education, 194 pp. Order number ED 133 460, MF $0.83, HC $10.03

Business and Professional Women's Foundation
2012 Massachusetts
Washington, DC 20036

CAREER COUNSELING: NEW PERSPECTIVE FOR WOMEN AND GIRLS--A SELECTED ANNOTATED BIBLIOGRAPHY, 50¢

Karl Jaensch
California Employment & Training Advisory Office
800 Capitol Mall
Sacramento, CA 95814

THE CALIFORNIA STUDY ON WOMEN IN NONTRADITIONAL EMPLOYMENT. 1977, Advocates for Women, 309 pp., free

College Board Publication Orders
Box 2815
Princeton, NJ 08540

I CAN BE ANYTHING: CAREERS AND COLLEGES FOR YOUNG WOMEN. Joyce Slayton Mitchell. 1978 revised ed., College Entrance Examination Board, 315 pp. $12.95 (hdbk) $7.95 (pbk)

National Technical Information Service
Springfield, VA 22151

THE INTEGRATION OF FEMALES INTO MALE-ORIENTED JOBS: EXPERIENCES OF CERTAIN PUBLIC UTILITY COMPANIES. Herbert H. Meyer and Mary Dean Lee. 1976, sponsored by the Employment and Training Administration, 199 pp. $17.00

"Women Journey into the Skilled Trades." Phyllis Lehmann. WORKLIFE, August 1977, pp. 27-31, free

Equal Times
235 Park Square Bldg.
Boston, MA 02116

"Laying the Line--A Solitary Woman in the Bricklayer's Union." Martha Tabor. EQUAL TIMES, June 20 - July 3, 1978, pp. 8-9.

Feminists Northwest
5038 Nicklas Place NE
Seattle, WA 98105

WHATEVER HAPPENED TO DEBBIE KRAFT? AN AWARENESS GAME FOR EDUCATORS, COUNSELORS, STUDENTS AND PARENTS, 50¢

Girl Scouts of America
National Equipment Service
830 Third Avenue
New York, NY 10022

FROM DREAMS TO REALITY: CAREER CARDS, $2.25

Greater Area NOW
1203 West Green
Urbana, IL 68101

BIBLIOGRAPHY: COUNSELING GIRLS FOR THE FUTURE, 50¢

Instructo Corp.
(a subsidiary of McGraw-Hill)
Paoli, PA 19301

PEOPLE AT WORK: A NON-SEXIST APPROACH, $7.25, Order #1217

Iowa City Women's Press
5295 Gilbert St.
Iowa City, IA 52240

AGAINST THE GRAIN: A CARPENTRY MANUAL FOR WOMEN. Dale McCormick. 1977, Iowa City Women's Press, $6

Les Femmes
231 Adrian Rd.
Millbrae, CA 94030

CONVERSATIONS: WORKING WOMEN TALK ABOUT DOING A "MAN'S JOB." Terry Wetherby, ed. 1977, Les Femmes Publishing, 269 pp., $5.95. Includes a butcher, welder, truckdriver, carpenter, handyperson and electrical mechanic.

DISTINGUISHED WOMEN POSTERS, $1.50 each. (Parkhurst, Sanger, Bernhardt, Keller, Stanton, Anthony, Nin, Duncan, Goldman, Wollstonecraft, Sojourner Truth, Addams, Earhart.)

Off Our Backs
1724 20th St., NW
Washington, DC 20009

"Truck Driving." Martha Tabor. OFF OUR BACKS, July 1978, pp. 16-17. $11

Population Institute
Organization Liaison Division
110 Maryland Ave.
Washington, DC 20009

SEX ROLES, PAST/PRESENT AND FUTURE--A GUIDE TO SIMULATIONS, GAMES, AND ACTIVITIES, 50¢

Social Studies School Services
10,000 Culver Blvd
Dept. 38
Culvar City, CA 90230

OTHER CHOICES FOR BECOMING A WOMAN: A HANDBOOK TO HELP HIGH SCHOOL WOMEN MAKE DECISIONS, 267 pp., $1.25

Training Institute for Sex Desegregation
Federation Hall
Douglas Campus
New Brunswick, NJ 08903

PEOPLE WORKING. . . ESPECIALLY WOMEN, $3.00

US Department of Health, Education and Welfare
National Institute of Education
Government Printing Office
The Superintendent of Documents
Washington, DS 20402

ISSUES OF SEX BIAS AND SEX FAIRNESS IN CAREER INTEREST MEASUREMENT, $3.20

Vancouver Status on Women
2029 West Fourth Ave.
Vancouver, B.C.
V6J 1N3
Canada

EXPLORING SEX ROLES: A KIT FOR HIGH SCHOOL COUNSELORS, 50¢

WEEAP Distribution Center
39 Chapel St.
Newton, MA 02160

GIRL, BOY OR PERSON, $2.25 (kit)

Wider Opportunities for Women
1649 K Street NW
Washington, DC 20006

NONTRADITIONAL WORK--IS IT FOR ME?, free

SUIT YOURSELF--SHOPPING FOR A JOB. 1980, $3.50

WOMEN IN NONTRADITIONAL JOBS: INFORMATION AND RESOURCES, $11

WORKING FOR YOU: A GUIDE TO EMPLOYING WOMEN IN NONTRADITIONAL JOBS, $2.50

Women on Words and Images
Dept. H
Box 2163
Princeton, NJ 08540

HELP WANTED--SEXISM IN CAREER EDUCATION MATERIALS, $2.50

Women's Bureau
US Department of Labor
Washington, DC 20210

A WOMAN'S GUIDE TO APPRENTICESHIP. 1978, 24 pp., single copy free

JOB OPTIONS FOR WOMEN IN THE 80'S. 1980, 22 pp., single copy free

NEW REGULATIONS TO HELP OPEN NONTRADITIONAL JOBS TO WOMEN. 1978, 2 pp, single copy free

SOURCES OF ASSISTANCE FOR RECRUITING WOMEN FOR APPRENTICESHIP PROGRAMS AND SKILLED NONTRADITIONAL BLUE COLLAR WORK. 1978, 6 pp. plus individual sections on each region, single copy free

WOMEN IN NONTRADITIONAL EMPLOYMENT: A SELECTED LIST OF PUBLICATIONS, SLIDES AND FILMS. 1978, 7 pp., single copy free

WOMEN IN NONTRADITIONAL JOBS: A CONFERENCE GUIDE - INCREASING JOB OPTIONS FOR WOMEN. 1978, 24 pp., single copy free

WOMEN IN NONTRADITIONAL JOBS: A PROGRAM MODEL - BOSTON: NONTRADITIONAL OCCUPATIONS PROGRAM FOR WOMEN. 1978, 79 pp., single copy free

WOMEN IN NONTRADITIONAL JOBS: A PROGRAM MODEL - DENVER: BETTER JOBS FOR WOMEN. 1978, 60 pp., single copy free

WOMEN IN NONTRADITIONAL JOBS: A WORKSHOP MODEL - WORKING WITH EMPLOYERS TO DEVELOP JOBS. 1978, 20 pp., single copy free

Women's Enterprises of Boston
739 Boylston St.
Boston, MA 02116

EARNING A BREADWINNER'S WAGE: NONTRADITIONAL JOBS FOR WOMEN ON AFDC. 1978, Women's Enterprises, 48 pp. Manual for low-income women with a Greater Boston focus.

CATEGORIES TO BE CONSIDERED IN ACTION PLANNING

Title IX of the Education Amendments of 1972 provided that every educational institution receiving federal funds must complete certain actions with regard to equal opportunity for both sexes. Most of those activities should now have been begun, completed and/or be a continuing process. Title II of the Education Amendments of 1976 mandates the development of programs to overcome sex bias, sex stereotyping, and sex discrimination in vocational education. The following list includes those items to be addressed for compliance, as well as items appropriate to sex equity programming, including recruitment. The two pages following provide additional information on sex equity programming and grants available for accomplishing the indicated activities.

Compliance (Title IX)

1. Appointment of Title IX Coordinator
2. Assurance of compliance with Title IX
3. Notification of equal access
4. Self evaluation
    - Tabulate and review course/program enrollments by sex
    - Review of brochures, catalogs, curriculum guides, and course descriptions for revision
    - Systematic plan for instructional materials review
    - Remedial steps as called for by self evaluation
5. Grievance procedures outlined
6. Advisory council representation (Federal Register, Monday, October 3, 1977, Part VI)

Sex Equity Program (Title II)

1. Inservice training for faculty
2. Special recruiting and retaining procedures for nontraditional students
3. Support services for nontraditional students
4. Availability of grants or special funds for purchase of non-biased and sex-affirmative materials
5. Local employment survey

VOCATIONAL EDUCATION EQUITY PROGRAM

Title IX of the Education Amendments required a self-evaluation of every education institution receiving federal funds to:

- Evaluate its policies and practices as to their compliance with the regulation;
- Modify its policies and practices as necessary for compliance;
- Take appropriate remedial steps to eliminate the effects of discrimination resulting from these policies and practices.

The Sex Equity Provisions of Title II of the Education Amendments of 1976 mandate the development of programs to overcome sex bias, sex stereotyping, and sex discrimination in vocational education. The Vocational Education Equity Program, VEEP, is designed to provide a way for vocational educators to become involved in sex equity. To achieve equal educational and occupational development, it will require the cooperation and involvement of all educators.

Mini-Grants Available

- $1,000 for the costs associated with the development, printing, and distribution of local policy bulletins and booklets which are designed to reduce sex bias in vocational education programs.
- $500 for vocational staff development activities (action planning, workshops, curriculum examination, instructional material evaluation, student activity development).
- $500 for each program with documented nontraditional enrollment change by 10 percent above the 1980-81 school year. A program with at least 40 percent traditional sex enrollment during 1980-81 is excluded. Award monies are designed to provide role models for vocational programs designated as nontraditional for males and females and may be used to offset the cost associated with tuition for students from sending districts.
- $300 for the AVTS administrative coordination of their sending districts' activities to increase nontraditional enrollments and assist them to qualify and apply for the immediately preceding mini-grant item.
- $500 to purchase and/or develop materials and implement awareness activities for students which are designated to reduce sex role stereotyping.
- $500 to provide awareness activities regarding vocational programs designated as nontraditional for females and males to students, parents, and/or community groups.

Grants Available

- Research projects on ways to overcome sex bias and sex stereotyping in vocational education programs.
- The development of curriculum materials free of sex stereotyping.
- The development of criteria for use in determining whether curriculum materials are free from sex stereotyping.
- The examination of current curriculum materials to assure that they are free of sex stereotyping.
- In-service training on sex bias for guidance counselors, administrators, and teachers.

ACTION PLANNING

You may begin your action planning by re-examining the categories listed under *Compliance* on the following page. Where the activity called for has already been accomplished or initiated, that fact should be indicated. It is assumed that at this stage many of the categories under *Compliance* have already received special attention. If that is not the case, they should be addressed at this time.

Ten ACTION PLANNING SHEETS have been provided for your use. You may need to duplicate more. In using them, it is suggested you concentrate on those activities related to recruiting and retaining nontraditional students, although they may be used for any strategies.

In addressing *Sex Equity Programming*, particularly for the purposes of this recruitment model, you may wish to consider the following kinds of activities:

Inservice training for faculty

Special recruiting and retaining procedures for nontraditional students

Support services for nontraditional students

Availability of grants or special funds for purchase of non-biased and sex-affirmative materials

Local employment survey

In selecting strategies and completing ACTION PLANNING SHEETS, it is suggested you organize your action plan around the categories utilized in this model as follows:

Information
Policy Planning and Implementation
Occupational Awareness
Self Awareness
Sex Fair Counseling/Curriculum Development
Inservice
Collaboration
Community Involvement
Support Services

There is, however, nothing magic about the above categories. If another system of organization works better for you, by all means try it!

Compliance (Title IX)	Accomplished	In Process	Action Planned
Appointment of Title IX Coordinator			
Assurance of compliance with Title IX			
Notification of equal access			
Self evaluation			
Tabulate and review course/program enrollments by sex			
Review of brochures, catalogs, curriculum guides and course descriptions for revision			
Systematic plan for instructional materials review			
Remedial steps as called for by self evaluation			
Grievance procedures outlined			
Advisory council representation (Federal Register, Monday, October 3, 1977, Part VI)			

ACTION PLANNING SHEET Your Strategy Number Sample

Category for Strategy Occupational Awareness

Strategy Expand job-site visitation program using a cross-section of all occupations, but concentrating on nontraditional. (See Activity 6)

Objective To provide students with an opportunity to observe first-hand a job of their particular interest by shadowing an employee doing that job for one day.

Activity 1 Ensure, through career fair and/or other means, that each student has selected an occupation of legitimate interest.

Target Date Career fair: Selection of occupation:

Person/s Responsible Name/s of faculty member/s designated

Activity 2 Seek willingness from employers needed to participate. Schedule dates of visits.

Target Date Commitment: Dates of visits:

Person/s Responsible Name/s of faculty member/s designated

Activity 3 Specific instructions to students; Observations sheet (See Activity 6); Follow-up discussion

Target Date Preparation/Instructions: Follow-up:

Person/s Responsible Name/s of faculty member/s designated

Special Notes Parental permission slips; liability disclaimers; observations sheets; evaluation form; expectations of students and employers

Date Strategy Completed

ACTION PLANNING SHEET　　Your Strategy Number ______

Category for Strategy ______________________________

Strategy ______________________________

____

Objective ______________________________

____

Activity 1 ______________________________

____

Target Date ______________________________

Person/s Responsible ______________________________

____

Activity 2 ______________________________

____

Target Date ______________________________

Person/s Responsible ______________________________

____

Activity 3 ______________________________

____

Target Date ______________________________

Person/s Responsible ______________________________

Special Notes ______________________________

____

Date Strategy Completed ______________________________

ACTION PLANNING SHEET Your Strategy Number ______

Category for Strategy ______________________________

Strategy ______________________________

____

Objective ______________________________

____

Activity 1 ______________________________

____

Target Date ______________________________

Person/s Responsible ______________________________

____

Activity 2 ______________________________

____

Target Date ______________________________

Person/s Responsible ______________________________

____

Activity 3 ______________________________

____

Target Date ______________________________

Person/s Responsible ______________________________

Special Notes ______________________________

____

Date Strategy Completed ______________________________

ACTION PLANNING SHEET Your Strategy Number ______

Category for Strategy ____________________

Strategy ____________________

____

Objective ____________________

____

Activity 1 ____________________

____

Target Date ____________________

Person/s Responsible ____________________

____

Activity 2 ____________________

____

Target Date ____________________

Person/s Responsible ____________________

____

Activity 3 ____________________

____

Target Date ____________________

Person/s Responsible ____________________

Special Notes ____________________

____

Date Strategy Completed ____________________

ACTION PLANNING SHEET

Your Strategy Number ______

Category for Strategy ______

Strategy ______

______

Objective ______

______

Activity 1 ______

______

Target Date ______

Person/s Responsible ______

______

Activity 2 ______

______

Target Date ______

Person/s Responsible ______

______

Activity 3 ______

______

Target Date ______

Person/s Responsible ______

Special Notes ______

______

Date Strategy Completed ______

ACTION PLANNING SHEET

Your Strategy Number ______

Category for Strategy ______________________________

Strategy ______________________________

____

Objective ______________________________

____

Activity 1 ______________________________

____

Target Date ______________________________

Person/s Responsible ______________________________

____

Activity 2 ______________________________

____

Target Date ______________________________

Person/s Responsible ______________________________

____

Activity 3 ______________________________

____

Target Date ______________________________

Person/s Responsible ______________________________

Special Notes ______________________________

____

Date Strategy Completed ______________________________

EVALUATION SHEET 1: ASSESSING EFFECTIVENESS OF RECRUITMENT STRATEGIES FOR NONTRADITIONAL STUDENTS

Check below the status of each strategy you selected. Then indicate how effective you felt the strategy was in recruiting nontraditional students into your program/school, or from your sending schools.

Category: ______________________________ Your Strategy Number: ______

Strategy/Objective: ____

____

______accomplished ______in process ______action planned

Comments on effectiveness:

Category: ______________________________ Your Strategy Number: ______

Strategy/Objective: ____

____

______accomplished ______in process ______action planned

Comments on effectiveness:

Category: ______________________________ Your Strategy Number: ______

Strategy/Objective: ____

____

______accomplished ______in process ______action planned

Comments on effectiveness:

EVALUATION SHEET 2: ASSESSING THE EFFECTIVENESS OF ACTIVITIES WITHIN STRATEGIES

Refer to your Action Planning Sheets to answer the questions below for each activity planned within a given strategy.

Category ______________________________ Your Strategy Number ________

Strategy/Objective ____

Activity 1 ____

Completed as scheduled: ______yes ______no

People involved:

Effectiveness - Did it work? ______yes ______no

Explanations; What would you do differently next time?

Activity 2 ____

Completed as scheduled: ______yes ______no

People involved:

Effectiveness - Did it work? ______yes ______no

Explanations; What would you do differently next time?

Activity 3 ____

Completed as scheduled: ______yes ______no

People involved:

Effectiveness - Did it work? ______yes ______no

Explanations; What would you do differently next time?

EVALUATION SHEET 3: CHECKLIST FOR CATEGORIES OF STRATEGIES

For each strategy that you selected, check the category to which it is related. Then think through the questions listed below.

1. Information ☐
2. Policy Planning and Implementation ☐
3. Occupational Awareness ☐
4. Self Awareness ☐
5. Sex Fair Counseling/Curriculum Development ☐
6. In-Service ☐
7. Collaboration ☐
8. Community Involvement ☐
9. Support Services ☐

Have you addressed a balance of categories? ______yes ______no

If not, is that because one or several areas needed greater emphasis in your program/school? Which ones and why?

Is there a category (or categories) which you feel has (have) been addressed sufficiently that no further emphasis is needed?

What category (categories) might be addressed next?

Ideas for activities in this category:

EVALUATION SHEET 4: ASSESSING RESULTS OF NONTRADITIONAL RECRUITMENT EFFORTS: AREA SCHOOL INSTRUCTOR OR COUNSELOR

Complete this form after the beginning of the new term when final enrollment figures are known.

Recruitment Efforts

1. Number of potential nontraditional students introduced to your program or school: ______
2. Methods used (tours of facilities, Career Fair, etc.):

Nontraditional Applications

1. Number of applications distributed to/interviews with potential nontraditional students: ______
2. Number of formal applications submitted by potential nontraditional students: ______

Nontraditional Enrollment Changes

1. Number of nontraditional students enrolled in your program or school last year: ______
2. Completed program: ______
3. Withdrawals/dropouts: ______; Reasons:

4. Currently enrolled: ______

Nontraditional Placements

1. Number of last year's nontraditional graduates placed in jobs related to training: ______
2. Unrelated jobs: ______
3. Not working: ______; Reasons:

Additional Pertinent Information. Include any necessary explanations for your answers to the above items.

Considerations for Future Recruitment Efforts. Consider what you should/could have done, what you will do differently next year, what additional help/materials you needed, additional funds needed and for what, possible funding sources, etc.

EVALUATION SHEET 5: ASSESSING RESULTS OF NONTRADITIONAL RECRUITMENT EFFORTS: SENDING SCHOOL COUNSELORS OR PRINCIPALS

Complete this form after the beginning of the new term when final enrollment figures are known.

Recruitment Efforts

1. Number of your students introduced to nontraditional programs: ______
2. Which programs?

3. Methods used (tours of facilities, Career Fair, etc.):

Nontraditional Applications

1. Number of applications distributed to/interviews with potential nontraditional students in your school: ______
2. Number of students from your school who submitted formal applications for nontraditional programs: ______
3. Which programs?

Nontraditional Enrollment Changes

1. Number of students from your school enrolled in nontraditional programs last year: ______
2. Completed program: ______
3. Withdrawals/dropouts: ______; Reasons:

4. Currently enrolled: ______; Programs:

Nontraditional Placements

1. Number of last year's nontraditional graduates placed in jobs related to training: ______
2. Unrelated jobs: ______
3. Not working: ______; Reasons:

Additional Pertinent Information. Include any necessary explanations for your answers to the above items.

Considerations for Future Recruitment Efforts. Consider what you should/could have done, what you will do differently next year, what additional help/materials you needed, additional funds needed and for what, possible funding sources, etc.

EVALUATION SHEET 6: ASSESSING RESULTS OF NONTRADITIONAL RECRUITMENT EFFORTS; AREA SCHOOL DIRECTOR OR COUNSELOR

Complete this form after the beginning of the new term when final enrollment figures are known.

Nontraditional Students	Bldg. Trades	Electronics	Health Svcs.	Mach. Shop	Welding
Number introduced to each program					
Applications distributed/ interviews with					
Formal Applications submitted					
Enrolled last year					
Completed program					
Withdrawals					
Currently enrolled					
Last year's grads in Related jobs					
Unrelated jobs					
Not working					

Additional Pertinent Information. Include any necessary explanations for your answers to the above items.

Consideration for Future Recruitment Efforts. Consider what you should/could have done, what you will do differently next year, what additional help/materials you needed, additional funds needed and for what, possible funding sources, etc.